JANUARY 1970 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education

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Today's Education

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This month's cover

Let's make education in the seventies as full of excitement and wonder for *all* children as it appears to be for this month's cover boy. Photography by John Bowden.

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Over 300,000 Now Attend Private Segregated Schools in the South

Number of Black College Students Rose 85 Percent in Four Years

Senate Report Criticizes Quality of Schools Provided for Indians

Courts Seen Unlikely To Sustain School Regulation of Students' Hair

World Illiteracy Still Rising

NEWS AND TRENDS

Over 300,000 Now Attend Private Segregated Schools in the South

At least 300,000 white elementary and secondary students now attend segregated private schools in the South, a phenomenal increase, according to Kitty Griffith, assistant editor, *South Today*, publication of the Southern Regional Council. This figure includes those attending older private schools that are still segregated as well as those enrolled in "segregation academies" recently established as a means of escaping from public school desegregation.

Some of these academies are sponsored by white supremacist groups and some by those who espouse right-wing views, the Council said. It urged that the federal government act to prevent segregated private schools from receiving tax benefits or other forms of federal assistance, that state support for racially segregated education be halted, that private schools be required to meet "certain standards of quality," and that accrediting agencies make certain that such schools do not discriminate racially.

Number of Black College Students Rose 85 Percent in Four Years

Within a four-year period, 1964-68, the enrollment of Negroes in college has increased 85 percent, according to U.S. Census Bureau figures. In the fall of 1968, estimated black enrollment was 434,000.

The Bureau also reported that the total number of all persons in this country who have completed at least four years of college is expected to rise from 12 million in 1970 to 18 million by 1980. By 1980, it is expected that about 17 percent of the men and 11 percent of the women 25 years old and over will have completed at least four years of college.

Senate Report Criticizes Quality of Schools Provided for Indians

Efforts to provide American Indians with quality education have been a failure, a Senate subcommittee on Indian education has said in a report which represents two years of hearings, staff studies, and investigations. The report cites numerous statistics to show "the low quality of virtually every aspect of the schooling available to Indian children." It criticizes both federal schools and locally run public schools.

The subcommittee made 60 recommendations—both general and specific—to redirect the education of Indians and reform a bureaucratic system it labeled "stagnant, inefficient, and destructively paternalistic." The subcommittee recommended giving Indians a stronger voice in shaping and running their children's schooling. The proposals also called for "markedly" increasing Indian education funding.

Courts Seen Unlikely To Sustain School Regulation of Students' Hair

The courts are unlikely to sustain school regulation of students' hair style or hair length, according to a legal memorandum prepared by the National Association of Secondary School Principals, an associated organization of NEA. Only two recognized factors might sustain a hair-style regulation, NASSP's chief counsel said: (a) protection of the health and welfare of the individual student and/or (b) the need to prevent disruption which would directly interfere with the educational process.

It appears that state courts are more in sympathy with principals in the task of maintaining discipline, NASSP said, while the federal courts are strong supporters of individual rights as guaranteed by the U.S. Constitution.

The NASSP memorandum points out that the U.S. Supreme Court decision in *Tinker v. Des Moines Independent Community School District* is likely to be a landmark for guidance of both federal and state courts. In that decision, the Court said: "In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over their students. Students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the state must respect, just as they themselves must respect their obligations to the state."

World Illiteracy Still Rising

Population expansion is still outstripping educational efforts throughout the world, and the number of illiterates has increased by approximately 60 million in the past 10 years, according to a United Nations study. The number of illiterates is now placed at about 800 million.

Spokesmen for UNESCO's Literacy Division said that literacy is an essential first step for inducing social change. The UNESCO literacy approach, which is work-oriented,

New Jersey Voters Approve Lottery To Help Finance Public Schools

Sex Education Programs Expand in U.S. Catholic Schools

Release Approved Education Funds, State School Officers Tell Nixon

Incidental Costs of High School Have Doubled in Past 10 Years

Today's Education To Carry Feature on International Education Year

Names in the News

NEA Reporter Gives Association News

integrates literacy with vocational or agricultural training, as required, with programs directly related to high-priority sectors of the economy, where illiteracy represents a serious barrier to socio-economic development.

New Jersey Voters Approve Lottery To Help Finance Public Schools

New Jersey voters last November approved a state lottery, profits from which will be divided among the public schools of the state. New York and New Hampshire have had lottery systems in operation for several years.

Sex Education Programs Expand in U.S. Catholic Schools

Sex education programs are expanding in Catholic schools, the Rev. Walter Imbiorski, a member of the U.S. Catholic Conference's Task Force on Sex Education, told a meeting of Catholic school administrators which was sponsored recently by the National Catholic Educational Association.

Last year 22 dioceses were operating sex education programs, he said. This year the number has jumped to 57 dioceses, and schools in 87 of the total of 147 dioceses will be operating sex education programs by next year. Father Imbiorski said Catholic education doesn't want a narrow kind of sex education that concentrates on nothing but the facts. Instead, it wants a broad family program that begins in the early years.

Release Approved Education Funds, State School Officers Tell Nixon

The Council of Chief State School Officers in its annual meeting in November requested the Nixon Administration to release education funds already approved by Congress. While pledging more effective and efficient service for quality education, the state commissioners and superintendents of education noted that further delays or reductions in appropriations would "emasculate school programs and greatly reduce their effectiveness."

Other Council statements made during the four-day meeting asked Congress to halt the trend toward "regionalization of federal programs in education," maintaining that it would fragment the efforts of the states to cooperate effectively with the U.S. Office of Education in the efficient use of federal resources for the educational needs of the nation; urged states to adopt interstate contracts to provide for teacher certification between and among the states; called for vocational rehabilitation services to be administered through state departments of education; and recommended that programs of education for international understanding be an integral part of education for students and adults.

Council officers for 1969-70 are commissioners Hubert Wheeler of Missouri, president; Floyd T. Christian of Florida, second vice-president and president-elect; and Bryon W. Hansford of Colorado, first vice-president.

Incidental Costs of High School Have Doubled in Past 10 Years

What are the incidental costs of going to high school? A recent study conducted in Oregon by the Portland State University School of Education found that it now costs an average of $235 to $313 annually for each student. This is a 100 percent increase in 10 years, the researchers said.

They also found that in some schools only a minority of students attend proms or buy class rings because of the high cost. Oregon graduation costs average $33.07. Expenses added to the student's budget within recent years include parking lot rentals, $3.03 a school year; accident insurance, $4.54; and college entrance exams, $10.25.

Today's Education To Carry Feature on International Education Year

Today's Education is planning to publish a special feature this spring on International Education Year (IEY). The United Nations General Assembly designated 1970 as IEY, and UNESCO has responsibility for its observance.

Names in the News

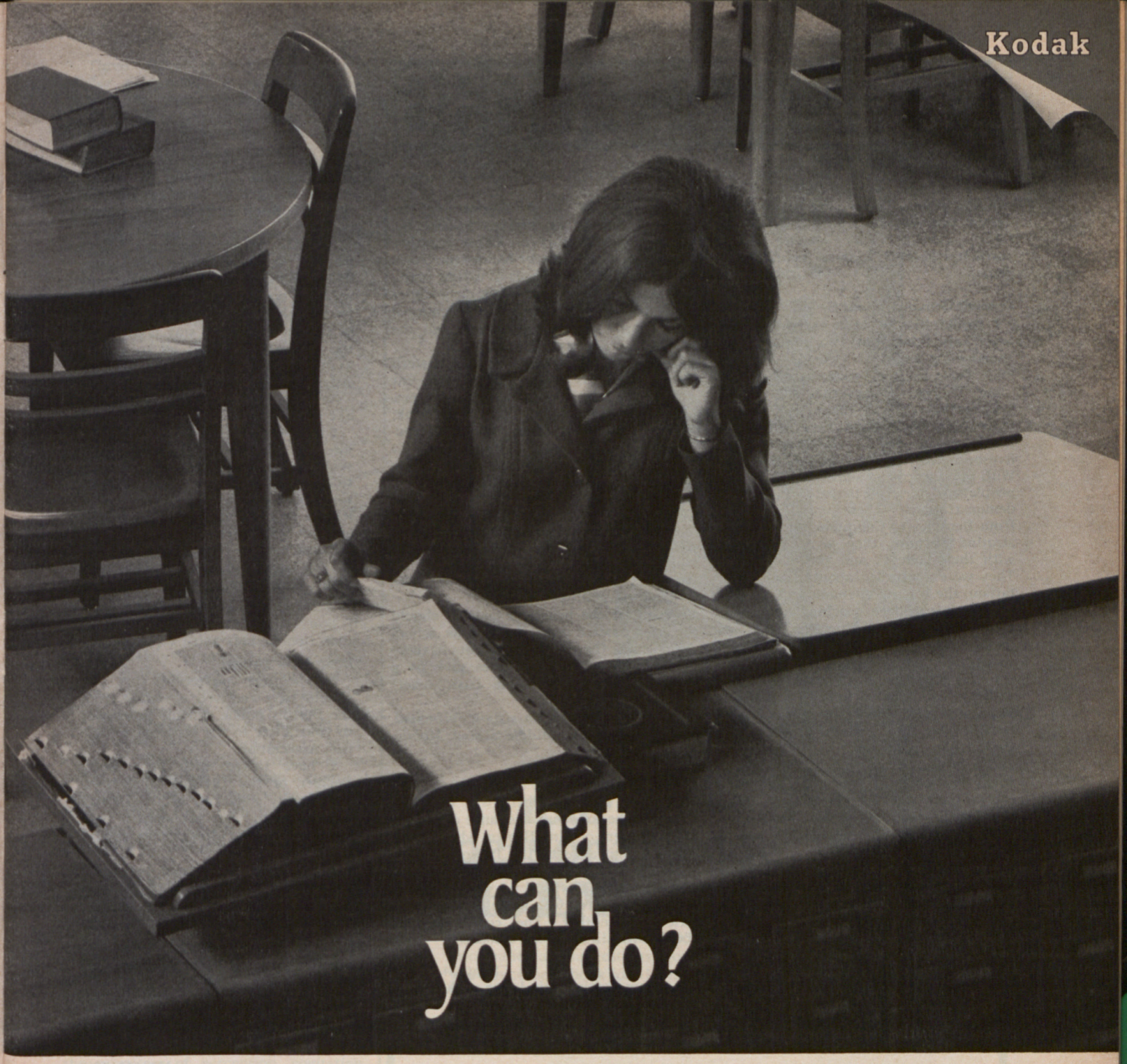
Clifton Reginald Wharton, Jr., vice-president of the Agricultural Development Council, is succeeding John A. Hannah as president of Michigan State University. Dr. Hannah left Michigan State after 28 years to become administrator of the Agency for International Development.

John W. Porter has been named by the Michigan State Board of Education as acting state superintendent of public instruction.

Ewald B. Nyquist has been named New York State Commissioner of Education, succeeding James E. Allen, Jr., who left the post last May to become U.S. Commissioner of Education. Mr. Nyquist had been deputy commissioner and served as acting commissioner after Dr. Allen left.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.



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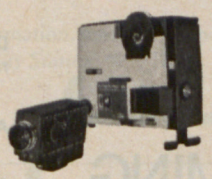

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This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Student Demonstrations

I would like to take exception to a point raised by Alan Thormeyer in his "Springfield Students Demonstrate . . . FOR Their College" (September).

Mr. Thormeyer says that the Springfield group figured that publicity for their Work Week "might spread the word that not all college students endorse irresponsibility and destructiveness." With these words he smears all the young people who have participated in campus demonstrations. These young people, from Berkeley to Columbia, were demonstrating *because* they were concerned with their colleges and their education. They were concerned about racism, militarism, the war in Vietnam, and the lack of effective college teaching related to their interests and aims in life. They most certainly were not endorsing irresponsibility and destructiveness.

I find no fault with those Springfield students who wanted to join in the campaign to raise money to finance new facilities for their college. I think, however, that it's just as constructive and a lot more thrilling and educational when young people take an active interest in their world around them. They, too, are helping their college to grow—in responsibility, in democracy, and in humanity.

—Laurence I. Seidman, *Searingtown School, Herricks School District, Albertson, New York.*

Middle School

The most important outcome of the middle school concept [see the November "Opinions Differ"] seems to be a more realistic philosophy of educating youngsters of this age—not a new philosophy entirely, but perhaps a more innovative one.

Regardless of the grade grouping, the middle school has moved toward becoming a laboratory of learning rather than the life-adjustment factory prevalent in the junior high schools of earlier years. This change could have taken place under the junior high school organizational plan, as Dr. Popper points out, but the fact remains that it did not.

In the middle schools, a new pattern of thinking is emerging, a different method of teaching, where, ideally, emphasis is on helping pupils to think, to trust their intuition, to make educated guesses, to experiment, and to synthesize sound conclusions—rather than on training them to memorize facts.

We know how important success is to all students—the gifted and the slow learners. Therefore, educators in middle schools feel that the entire curriculum should not be within the range of all students but that some part should be within the abilities of each.

Whatever the pros and cons, it should be remembered that the middle school emphasizes the needs of students in these grades. In addition, it does give us a proving ground for some basic tenets of education.

—Lena M. Syltie, *assistant principal, C. L. Scarborough Middle School, Mobile, Alabama.*

Tina's Problem

I think NEA members will be interested in the following exchange of letters. The problem of Tina Brown, who was refused admittance to the Detroit schools because she could not pay nonresident tuition fees, is typical of what happens to many children who move from one district to another. The correspondence begins with a letter to the NEA.

Sept. 24, 1969

I am writing this letter with hope and grief. I need help. I came from the South to live with my sister in Michigan and I wanted to go to school and get to be a teacher for the deaf. But I can't get into school up here.

I guess you are wondering why I wanted to leave home. Well, my mama had eight children at home and we have no father, but don't get me wrong, she have be married. Most of the time I had to stay home with the kids and couldn't go to school as much as I was supposed to. My sister makes me feel like someone—not just anyone, but me—and I like that.

I am wondering if you can get me into the Job Corps. I want to make something of my self and also want to help the deaf. My sister checked some books out of the library and I looked at one called "Career Facts" and got very interested.

Please help me to be somebody even if I am black. I'm going to pray every night. Please help. Help. Help me please.

Tina Brown

Oct. 1, 1969

Dear Miss Brown:

By the time you receive this, you should have received a visitor from the Detroit public schools in answer to your letter to the National Education Association.

I have talked with Miss Betty Deshler of the Division of School-Community Relations of the Detroit schools about your problem. If anyone can help you, Miss Deshler should be able to.

I have been concerned for some time about the problem of children not living with their legal guardians who have difficulty being admitted to the schools.

I hope you are able to get the kind of education you want and to live the kind of life you have been hoping to.

(signed) Boyd Bosma, assistant director for civil liberties, NEA Center for Human Relations

Nov. 13, 1969

Dear Mr. and Mrs. Knight:

Thank you very much for your note informing me that your sister Tina is now in school. I'm delighted. I am sorry that it took so long, but perhaps Tina's case will help make sure that this kind of situation will not happen again—in Detroit or anyplace else.

My understanding is that there are continuing efforts in Detroit to solve the kind of problem that kept Tina out of school, and we are trying to raise at the national level the question of what can be done to help children in Tina's position. In the end, her letter may help many others.

(signed) Boyd Bosma

COMING

Discussions by a classroom teacher, a dropout, a biographer, and a university student on teachers and teaching

Advice on how and what to teach about venereal diseases

Special Feature on professional negotiation with action-tested recommendations for negotiators and local associations

An article describing a successful program to help bright, eleventh grade underachievers

Three classes of students appear to suffer as a result of residence requirements like the one that caused Tina's problem—the poor, the unwanted, and the minority group children who migrate in search of better education.

—Samuel B. Ethridge, *assistant executive secretary for human rights, NEA.*

Library Help

Schools that are planning to build libraries or expand or remodel existing facilities will be interested to learn that the Library Administration Division of the American Library Association maintains a collection of building folders, slides, and program statements for libraries of all types. These materials may be borrowed free of charge from the Headquarters Library (at the address below) by using a standard ALA-approved interlibrary loan form.

I will be glad to provide detailed information on request.

—Virginia W. Baker, *professional assistant, Library Administration Division, American Library Association, 50 East Huron Street, Chicago 60611.*

Courses in Thinking

The article by Coralie Cogswell, "Students Need a Course in Thinking" (November), should not have been buried on page 60. The most important and the most neglected thing that schools should do for students is to teach them to think.

The article stated that not a single school offers a course in thinking, but there are at least two. Lincoln High School in Warren, Michigan, has had such a course for several years, and its inventor, Anita Harnadeck, has written an excellent book for use with such a course. I am the teacher of a course in thinking here at Hazel Park High School.

—Janice Brennan, *mathematics teacher, Hazel Park (Michigan) High School.*

A course in thinking exists at Mt. Greylock Regional High School. It is a team-taught course called Comparative Arts. The content closely resembles the approach described by Coralie Cogswell.

We have found that the arts are powerful tools for self-knowledge; that the senses are but one small step in the processes of cogitation, conceptualization, and attitude formation. Unfortunately, however, many teachers are not aware of the processes of perception, cogitation, and nonverbal communication.

—Robert Snyder, *Department of Music, Mt. Greylock Regional High School, Williamstown, Massachusetts.*

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PROFESSIONAL CALENDAR

The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or national groups affiliated with it. Additional meetings will be listed in the May issue of TODAY'S EDUCATION.

Regional and natl. conferences, Natl. Commission on Teacher Education and Professional Standards: **Jan. 7-8**—Boston. **Jan. 9-10**—Minneapolis. **Jan. 12-13**—Cleveland. **Jan. 16-17**—New Orleans. **Jan. 23-24**—San Francisco. **Jan. 26-27**—Denver. **Apr.**—Puerto Rico (dates to be announced). **June 24-26**—NASDTEC annual meeting, San Francisco area. **June 24-26**—State TEPS chairman and consultants summer meeting, San Francisco area. **June 25-30**—Student NEA summer conference, San Francisco area.

Political Action Clinics, NEA Citizenship Committee: **Jan. 9-11**—Harrisburg, PA. **Feb 6-8**—San Francisco. **Feb. 20-22**—Des Moines, IA. **May 1-3**—Hot Springs, AR. **May 20-22**—Chicago.

American Assn. of School Librarians: **Jan. 19-24**—Midwinter meeting, ALA, Chicago. **June 28-July 4**—Annual conference, ALA, Detroit.

Regional conferences, Assn. of Classroom Teachers: **Feb. 4-7**—(South Central) St. Louis. **Mar. 11-14**—(Southwest) Reno. **Apr. 2-4**—(Northeast) Saddle Brook, NJ. **Apr. 9-11**—(Northwest) Cheyenne, WY. **Apr. 16-18**—(North Central) Dayton, OH.

Meetings of the Natl. Council of Teachers of Mathematics: **Feb. 5-7**—San Antonio. **Feb. 12-14**—Albuquerque. **Mar. 12-14**—San Diego. **Apr. 1-4**—Washington, DC. **Apr. 9-11**—Coeur d'Alene, ID. **June 28-30**—San Juan, PR.

Feb. 14-15—Annual meeting, Natl. Council of Administrative Women in Education, Atlantic City.

Feb. 14-18—Annual natl. convention, American Assn. of School Administrators, Atlantic City.

Natl. clinics and conferences, Assn. for Student Teaching: **Feb 25-28**—Annual conference of AST, 50th anniversary meeting, Chicago. **April 8-10**—Clinic on teacher education centers. AST, University of Maryland, and MD-DC AST, College Park, MD. **Aug. 16-20**—25th annual summer workshop, La Grande, OR.

Natl. and district conventions, American Assn. for Health, Physical Education, and Recreation: **Feb. 26-Mar. 1**—(Southern) Columbia, SC. **Mar. 12-14**—(Midwest) Chicago. **Mar. 20-23**—(Eastern) New York. **Apr. 3-7**—85th anniversary AAHPER natl. convention with Northwest district convention, Seattle. **Apr. 16-18**—(Central) Cheyenne, WY. **June 14-18**—(Southwest) Lihue, Kauai, Hawaii.

Meetings, Natl. Business Education Assn.: **Feb. 26-Mar. 1**—NBEA Divisions, Chicago. **Mar. 25-27**—(Western) Seattle. **June 17-20**—(Mountain-Plains) Oklahoma City.

Mar. 1-4—25th natl. conference on higher education, American Assn. for Higher Education, Chicago.

Music Educators Natl. Conference: **Mar. 4-5**—Natl. assembly, Chicago. **Mar. 6-10**—Natl. convention, Chicago.

Natl. Art Education Assn.: **Jan. 21-24**—Seminar for supervisors, Atlanta. Regional conferences: **Mar. 10-14**—(Eastern) Philadelphia. **Mar. 22-26**—(Western) Milwaukee. **Apr. 15-17**—(Southeastern) Richmond, VA. **Apr. 26-29**—(Pacific) Portland, OR.

Natl. and regional conferences, Natl. Science Teachers Assn.: **Mar. 13-17**—18th annual convention, Cincinnati. **May 7-9**—(Eastern) Atlantic City.

Natl. conferences and institutes, Assn. for Supervision and Curriculum Development: **Mar. 14-18**—ASCD annual conference, San Francisco **Apr. 22-25**—Elementary Education Conference, ASCD Elementary Council in cooperation with AAEKNE, St. Louis. **Apr. 29-May 1**—Eastern Research Institute, Philadelphia.

Apr. 7-11—Natl. convention, American Industrial Arts Assn., Louisville, KY.

Apr. 9-12—Annual convention, Natl.

(*Continued on page* 10)

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PROFESSIONAL CALENDAR

(*Continued from page 8*)

Assn. of Women Deans and Counselors, Los Angeles.

Conferences and institute, Natl. Assn. of Educational Secretaries: **Apr. 16-19**—Georgia Assn. of Educational Secretaries, Atlanta. **July 22-26**—Arizona Assn. of Educational Secretaries, Tucson. **July 27-31**—Arizona Assn. annual institute, Tucson.

Apr. 18-22—Annual meeting, NEA Department of Elementary School Principals, Philadelphia.

Apr. 19-25—48th annual intl. convention, Council for Exceptional Children, Chicago.

Natl. and regional conferences, American Assn. of Elementary-Kindergarten-Nursery Educators: **Feb. 20-21**—Northeast regional study/action conference, Princeton, NJ. **Mar. 20-21**—North central regional study/action conference, Indianapolis. **Apr. 17-18**—Southwest regional study/action conference, Fort Collins, CO. **Apr. 22-25**—Curriculum conference in cooperation with Assn. for Supervision and Curriculum Development, St. Louis. **June 7-12**—Creative education workshop, Part I, in cooperation with Western Illinois State College, Bloomington. **June 14-19**—Creative education workshop, Part II, Bloomington. **Aug. 5-7**—Natl. study/action conference, Washington, DC.

Apr. 27-May 1—Annual convention, Department of Audiovisual Instruction, Detroit.

May 13-15—Annual convention, Assn. for Educational Data Systems, Miami Beach.

June 29 (tentative)—Annual meeting, Department of School Nurses, San Francisco.

June 30-July 6—NEA Convention, San Francisco.

July 6-10—Annual seminar, Natl. School Public Relations Assn., Los Angeles.

Aug. 4-12—Annual assembly, World Confederation of Organizations of the Teaching Profession, Sydney, Australia. **Aug. 15-19**—Special WCOTP International Seminar "Equal Opportunity Through Education," Hamilton, New Zealand.

For a list of dates and places of all human relations laboratories and professional development programs to be conducted by the NTL Institute for Applied Behavioral Science during the calendar year 1970, write to Barbara Scott, Director of Admissions, NTL Institute, 1201 16th St., N.W., Washington, DC 20036.

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TEACHER OPINION POLL

Gun Control Legislation

☐ What should the United States Congress do about gun control? Should federal legislation require that owners of firearms register their weapons, giving name, address, and serial number? Or should users of firearms be required to have licenses similar to drivers' licenses? Should there be both registration and licensing for firearms? Or should there be no federal gun control at all?

A recent Teacher Opinion Poll reveals what American public school teachers think about these questions. Surveying a nationwide sample of public school classroom teachers, the NEA Research Division asked:

"In your opinion, should the Congress pass legislation requiring federal registration or licensing of firearms?"

Responses show 3 in 4 teachers approving some form of federal legislation to control firearms with the largest proportion (45 percent) in favor of both registration and licensing.

More women teachers (50 percent) than men (35 percent) approve of both registration and licensing. About one-third of all men teachers are opposed to both licensing and registration, as compared with about one-fifth of the women.

	Total	Men	Women
Yes, registration only	22.1%	24.6%	20.8%
Yes, licensing only	7.0	7.8	6.6
Yes, both registration and licensing	44.8	34.5	50.4
No, I am opposed to federal registration and licensing of firearms	26.1	33.1	22.2

The Northeast stands out from other regions of the country in showing more extensive support among teachers for federal legislation governing firearms.

	North-east	South-east	Middle	West
Yes, registration only	19.7%	27.6%	20.4%	22.6%
Yes, licensing only	6.3	7.7	8.4	5.6
Yes, both registration and licensing	55.2	39.4	42.7	39.6
No, I am opposed	18.8	25.3	28.4	32.2

Further analysis of responses shows that the opinions of urban and suburban teachers conform very closely, while a larger percentage of teachers in rural communities oppose federal registration and licensing of firearms.

	Urban	Suburban	Rural
Yes, registration only	22.9%	23.9%	18.8%
Yes, licensing only	7.8	6.3	7.3
Yes, both registration and licensing	46.6	47.8	38.8
No, I am opposed	22.7	22.1	35.1

—NEA Research Division.

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Teachers Should Serve on Juries

says **NEAL JUSTIN,** *assistant professor, College of Education, Florida Atlantic University, Boca Raton; former member, Arizona House of Representatives.*

□ **It would be natural to assume that** those charged with the teaching of democratic ideals would be active in support of democratic practices. Yet, each year thousands of teachers and professors ask to be exempted from jury duty.

The U.S. Constitution insures the democratic ideal of a trial by jury in Article III, Section II, by stating, "The trial of all crimes, except in cases of impeachment, shall be by jury." The Seventh Amendment extended this right to include civil suits. There have been many criticisms made of juries and jurors. They are expensive, slow, and not always right. We could conduct trials without juries. We could use professional arbitrators or a panel of judges. However, this democratic institution is not a mere accident. Centuries ago it was established that the weighted opinion of 12 jurors of different backgrounds would be more likely to result in a fair decision than the constrictive opinion of one person.

Robert W. Smedley, a Denver attorney, in the book *So You're Going to Court!* stresses the significance of our jury system when he states: "Simplicity is worthwhile when it can be achieved without sacrifice of principle, but the day our jury system is replaced with some easy alternative is the day that democracy and freedom will die."

Ideally, jury duty is the responsibility of all citizens. Unfortunately, this is not true in practice. "An obstacle to jury improvement," writes Lewis Mayers in *The American Legal System*, "is the exemption from jury duty of large classes of persons who would make excellent jurors."

As teachers you are ideal candidates for jury duty. Not only are you well educated, but you are also well acquainted with the problem of objectively judging individuals. The combination of these two factors means that you would be valuable assets to any jury. The exemption and resultant absence of teachers from juries is a detriment to our basic legal system.

The intrinsic value of jury duty to you as an individual is of great importance. As a juror, you will gain a deeper appreciation of our legal system and you will develop a sense of pride in knowing that you have helped to carry out another democratic ideal.

The rewards of jury duty were well stated by one teacher who had recently served. He remarked: "I knew I probably should have signed the exemption, but I didn't. When I was called, I met this new responsibility with apprehension. But now I can tell you my misgivings are all behind me. It was an enlightening and rewarding experience. I think it will benefit my teaching, too. It was a chance to participate in democracy, and teachers need that."

Jury duty may disrupt your personal life and your teaching schedule, but the price of freedom must be paid by the support of freedom's democratic institutions. It's time for teachers to practice what they teach. Exemption from jury duty is not a privilege; the opportunity to serve as a juror is a privilege. □

Dr. Justin has taught junior high school social studies and English.

FOR YOUR INFORMATION

GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 223-9400.

1970 NEA Convention: June 30-July 6, San Francisco.

American Education Week—October 25-31, 1970. Theme: Shape Schools for the 70's.

NEA membership, May 31, 1969: 1,014,414.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 92-160.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 161-214.

NEA dues: Active Membership $15 a year. Associate Membership $15. Life or Associate Life Membership $300 cash or $33 a year for 10 years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $7.50 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, pages 403-405.

No wonder George ignores his history book. His history book ignores him too.

George would be a lot better off, of course, if he closed his comic book and paid attention. But put yourself in his place. Suppose you kept hearing about the great achievements of Italian explorers and Greek philosophers and French revolutionaries and English kings—while your own heritage was ignored or dismissed as "barbaric"? You might decide that "this history stuff" has less to do with you than the adventures of the men from "POW!," "BAM!," and "SPLAT!"

But what if—at the same time George and his classmates were learning about the events of Western Civilization—they also learned that African rulers were once equal in power and majesty to European kings? What if they knew that during Europe's "Dark Ages," three great African empires provided the main advance of human knowledge? What if they knew about the ancient Africans who evolved systems of self-government, invented methods of irrigation, made progress in medicine? It just might make a difference.

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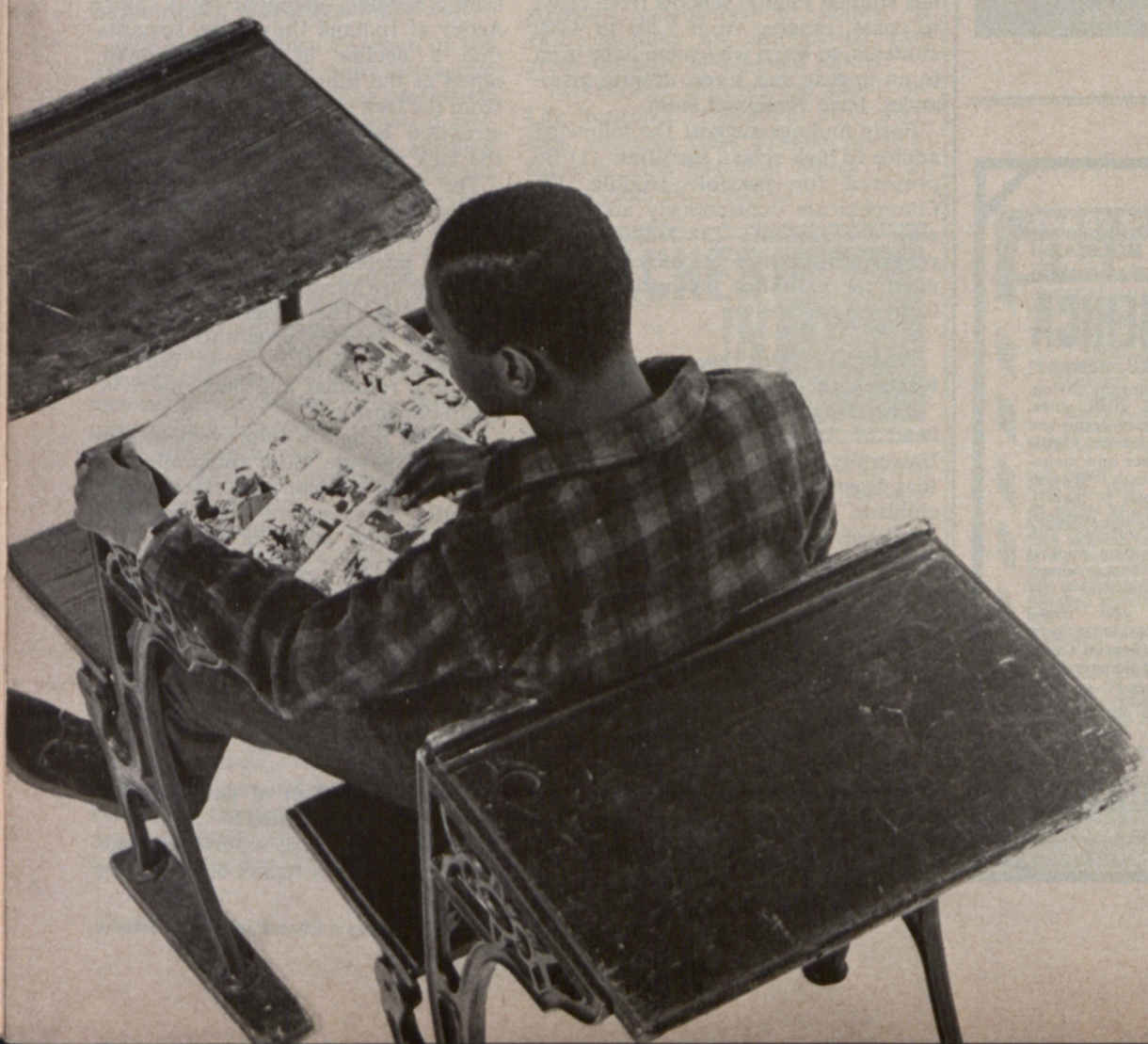

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RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports in Education Summary *(Croft Educational Services),* Education Daily, *and* Research in Education.

☐ **Does research indicate why some high schools have been plagued with student unrest and some have not?**

Supported by the National Association of Secondary School Principals (an NEA associated organization) and the Ford Foundation, Principal Kenneth Fish of Montclair, New Jersey, has studied 15 high schools from coast to coast, ranging from 1,200 to 4,000 students, to learn why some have been in an uproar and some, despite grievances, have remained calm.

Early findings suggest the following advice to high school faculties: (1) Be prepared for possible trouble. (2) Communicate continuously and fully with the students. (3) Make needed reforms in the student council. (4) Expand the activities program. (5) Reform the curriculum.

What has recent research said about teaching the disadvantaged?

According to Edmund W. Gordon, head of Teachers College, Columbia University, existing research indicates that learning styles of disadvantaged children differ substantially from those of middle-class children. The disadvantaged have a high incidence of "depressed language function," poor auditory discrimination, poor time orientation, a tendency to ignore difficult problems with a "So what?" attitude, and a preoccupation with personal beauty and fame rather than moral and intellectual qualities.

Dr. Gordon points out that some studies have found tendencies toward self-depreciation among disadvantaged children, and a number of "improve the child's self-concept" programs have been started. However, he says his own research suggests that a depressed self-concept is not so prevalent a condition and that even where present, it may have little negative bearing on achievement. In fact, it is entirely possible, he says, "that positive or negative feelings of self-worth may operate respectively to depress or accelerate achievement."

Research reveals that attitudes toward self and toward the environment in relation to self are crucial variables in academic, social, and emotional learning situations.

Intellectual ability, then, may depend largely on interest and incentive and research indicates that the disadvantaged student should be afforded education which is relevant in three areas: (1) It must relate to him, to his experiences, and to people with whom he can identify. (2) Its content and form must be suited to his cognitive style and temperamental characteristics. (3) It must offer skills and abilities to help him adapt to society today and in the future.

Are there many good high school programs in the teaching of reading?

Apparently not. Information from more than 180 research studies on trends and practices in secondary school reading, gathered by A. Sterl Artley at Indiana University, suggests that a decline in reading growth, noted at the junior high level, results from the lack of systematic reading instruction beyond grade 6 and from the lack of good reading teachers.

The research indicates that a student's emotional, physical, and intellectual competencies, as well as his reading purposes and communication abilities, are directly related to reading growth. The programs that do exist are largely programs for the handicapped reader; these indicate that any remedial approach must be multi-dimensional.

General program improvement suggestions include close integration of reading and content area material, sequential development that provides for individual needs in all areas of reading growth, and complete staff involvement.

The use of a variety of reading materials and methods, both mechanical and textual, is recommended for reading instruction. More well-trained teachers and books with contemporary themes are needed.

What is the effect of desegregation on student achievement?

Many studies have reported a beneficial effect (see a report of the Meyer

Weinberg study in "Research Clues" for October 1968). A review of the research literature by Morris I. Berkowitz of Pittsburgh bears out the Weinberg findings. Berkowitz concluded that the evidence is overwhelming that, in Northern urban areas particularly, more than token school integration results in clear-cut improvement in the achievement of blacks and improves their social-psychological well-being. There is no evidence in these studies to show that the performance of white students is adversely affected by integration.

Also, Berkowitz found that racial segregation is more important than social-class segregation in depressing black educational achievement, and that black children suffer serious harm from racially segregated public education. He added that several studies question the value of compensatory education programs at their present level of funding. □

NEA SPECIAL SERVICES

NEA Life Insurance Dependents' Coverage Increased

□ The Life Insurance Program of the NEA has been made more attractive to members of the teaching profession at no increase in rates. Optional coverage for members' families enrolled in Plans B and C has been liberalized while the cost of this coverage has remained the same, according to Arnold W. Wolpert, director of the NEA Special Services Division.

The Life Insurance Program is already the most popular of the various services offered by the Special Services Division, with over 100,000 members participating. Dr. Wolpert said the new liberalized coverage provided for dependents is expected to make this program even more popular with NEA members.

The Life Insurance Program combines economy with a high degree of flexibility by providing three separate insurance programs to meet the varying needs of NEA members. Plan A, for the single teacher, provides $5,000 coverage in term insurance; Plan B, for the married teacher, $12,000 coverage; or Plan C, a complete package, $21,500 coverage.

All the plans are placed with the Prudential Life Insurance Company of America. Costs are as little as $4.55 semiannually for Plan A (for those under age 30); $9.10 semiannually for Plan B (for those under age 30); and $40 semiannually for Plan C.

Dependents' life insurance is available at low rates under all three plans. For members participating in Plans B or C, the dependents' coverage has now been extended, while the rates have remained the same.

Under Plan B, life insurance benefits for a spouse have been increased from $5,000 to $6,000, without increase in the semiannual cost of $4.40 and the benefits for unmarried children have been increased from $2,000 to $2,500, also without a rate increase.

Under Plan C, life insurance benefits for a spouse have been increased from $5,000 to $7,500 and for unmarried children from $2,000 to $2,500. The rates for dependents' coverage continue to be the same.

Those presently enrolled in these insurances will receive the increases automatically. Those not enrolled but insured under the basic Plans A, B, or C will be given the opportunity to add the dependents' coverage at the next billing date.

In addition to its Life Insurance Program, NEA Special Services provides accident and dismemberment insurance, tax-deferred annuities, homeowners' insurance, and a book program. The Teachers Services Corporation, established in August of 1967, operates an auto-leasing program through 14 regional offices.

For further information about the Life Insurance Program or other services, write to NEA Special Services Division, 1156 Fifteenth Street, N.W., Washington, DC 20005. □

TEACHER IN POLITICS

Warren G. Allen has completed his first term as state representative in the legislature of North Dakota.

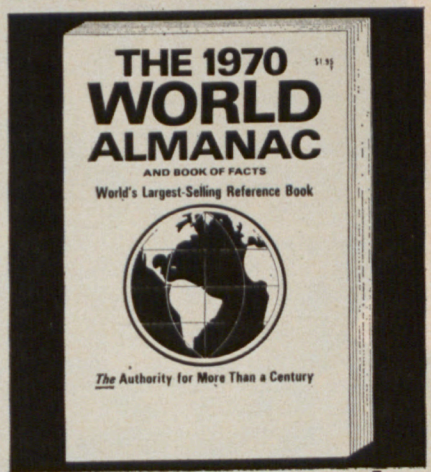
He is chairman of the Division of Education and Psychology at Minot (North Dakota) State College.

A Phi Delta Kappan, he is a past president of the Minot State College Education Association and a past president of the North Dakota Association for Higher Education.

Dr. Allen is chairman of the Ward County Selective Service. Active in his political party, he has been precinct committeeman and has held other party posts.

—**Joel A. Davy,** *past president, North Dakota Education Association.*

THE AUTHORITY



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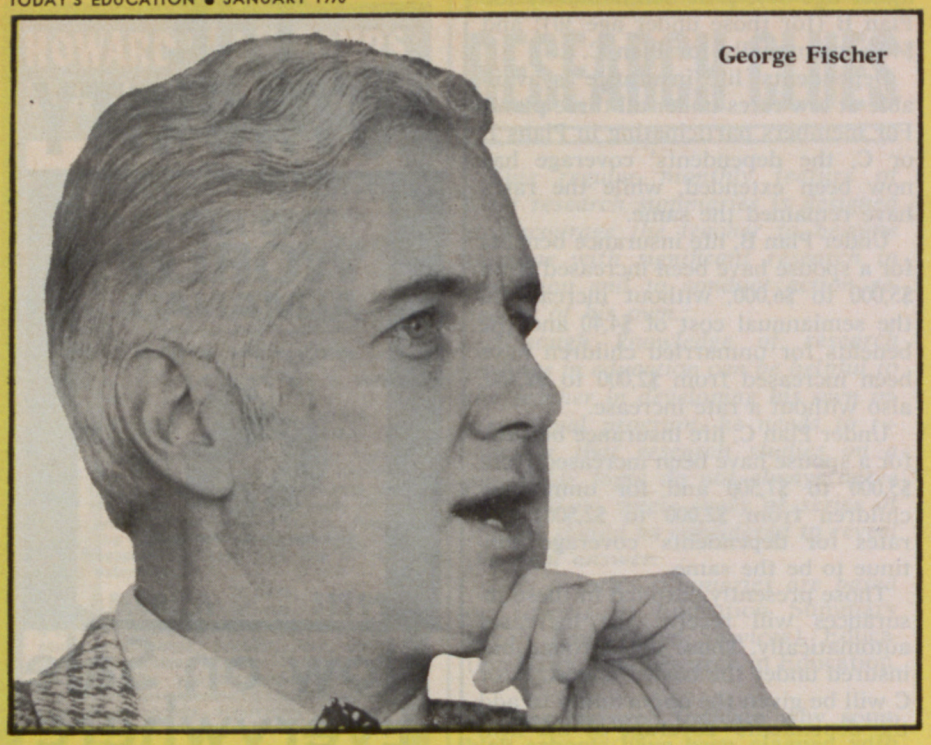

George Fischer

The School Lunch Program and the NEA

□ **Mr. Kotz:** To open this discussion with a broad question, how is it, George, that in 1946 Congress passed the National School Lunch Act, a law promising each poor child a free or reduced-price meal and that 23 years later only two million out of seven or eight million poor kids in the nation are getting the benefits of this program? Why, in your opinion, have the schools done such a poor job of providing school lunches?

Mr. Fischer: Some schools have done an excellent job; some schools have done a poor job. This question gets back to the school boards in the districts, the state structure, the political structure. There are lots of reasons, and they vary from school to school. Certainly any school personnel that I know about want the children to have good lunches.

Mr. Kotz: I believe the starting problem was that the school lunch program was designed from the outset by the Congressional committees to serve the farm surplus programs.

Mr. Fischer: I'm very much aware of the power of the Farm Bureau and the other organized farm groups, because, as you know, I come from Iowa, the farm state, just as you do. I remember when this program was initiated in order to help alleviate the farm surplus problem after World War II.

Hearings have concluded in the Senate on the School Lunch Reform Act (S 2548). The School Lunch Amendments Bill (HR 515) passed the House on March 20, 1969, and was still in committee in the Senate as the JOURNAL went to press.

Mr. Kotz: Well, as I see it, the problem starts with the fact that Congressional farm committees are primarily interested in getting rid of surpluses for the farmer. Then the problem gets a little more sophisticated as school lunch programs begin to develop. The state and local directors of school lunch programs literally saved the school lunch programs in the late 1940's. Yet in later years I have seen this powerful group—lobbying as the American School Food Service Association—operate as a negative force on two issues. I'd like to ask you about them.

One issue has involved so-called Section 11 funds, which are specially earmarked to provide free or reduced-price meals. The school lunch people have urged Congress not to earmark funds for such meals. They contend all of the funds should go into the general pot. Their reasoning is that there's already too little in the way of funds and Congress shouldn't earmark them. "And besides," they say, "we'll take care of the free or reduced-price meals." They haven't done it.

The second issue is their lobbying against allowing commercial caterers to get into the school lunch business. Since we have literally hundreds of urban schools without school lunch facilities, it's impractical to argue against catering.

Mr. Fischer: The NEA Board of Directors favors a policy of free lunches for all students. They concur that this should be provided for in the established school finance structure. We urge that obtaining such a program be a part of the NEA and state education association legislative efforts. As to whether a lunch program should be catered in by some outside firm or whether the schools should operate it themselves, I think this is a secondary question. First, we should have the lunch program, and then it should be handled by the people who can handle it best.

Mr. Kotz: In hundreds of old schools without cafeterias, the question is do you invest your resources in trying to put kitchens into these schools or do you devise some other means? My criticism of the school lunch people is that they have opposed commercial catering largely on the theory that commercial catering is going to threaten their jobs.

Mr. Fischer: I believe that every kid should have a lunch. Now, if the school district can't provide it, then by God, they'd better find somebody that can. It's that simple. If they can do a better job of providing it than a commercial caterer, let them go ahead. But I agree with you that, some way, this child should be given an adequate lunch.

I've been on a school board, and I'll say that the two groups that gave us more trouble in running the school than all the rest put together were the bus drivers and the people in the

Nick Kotz

a dialogue between NEA President George D. Fischer and Nick Kotz, Pulitzer Prize-winning reporter and author of "Let Them Eat Promises: The Politics of Hunger in America."

lunchrooms. One year we had so much trouble with the lunch program that we discontinued it for a few months just to get the parents' backing for it. Once we had the parents' support, we reopened the lunch room.

Mr. Kotz: The Committee on School Lunch Participation, whose membership is drawn from several women's organizations, estimates that it would cost about four billion dollars a year to provide all fifty million school children with a free lunch. Right now, we've got a federal expenditure of only several hundred million. We have a state expenditure for lunches of just about zero.

The 1946 law said that the states should match each federal dollar of spending with three dollars of their own spending. But the agriculture committees of Congress quickly permitted the states to interpret this matching provision as meaning that the kids' money could count as the states' contribution. There are fewer than ten states that are now making any financial contribution from tax sources to the lunch program.

To meet your objective of a free lunch for every child, there's going to have to be an enormous increase of responsibility by the states as well as by the local school districts and the federal government. I just wonder how we're going to do that at a time when the education dollar is so tight that the school districts are having trouble meeting responsibilities that they are already committed to.

Mr. Fischer: Well, the money for school lunches is just as legitimate as money for more teachers to teach reading. I don't distinguish between money for school lunches and money for all the other things we need in education.

Many of the local school districts have reached the saturation point as far as raising money for schools when you compare their effort with the state effort and the federal effort. NEA is on record, and we believe that it makes sense, that educational costs should be split up on a three-way basis. The federal government is now contributing less than eight percent, and maybe they will drop below seven percent this year in terms of total dollars going to total education in the country. So, obviously, the federal government is dragging its feet.

In order to get the money, we're either going to have to increase taxes, which I don't think is necessary, or we're going to have to shift priorities. Some economists say that as soon as the gross national product gets to a trillion dollars, which isn't too far away, the government is going to have a difficult time spending two hundred billion or three hundred billion and that we're going to have to spend around fifty billion of it on education in order to keep the pump primed and keep the economy running.

The problem is going to be to fight the other sectors of our economy for this money. I heard yesterday—and I don't know whether it's true or not—that the military-industrial complex is already getting their hooks into the money that's going to be released if we get out of Vietnam. They've already figured out where it's going to go. If this is the case, the people are going to have to demand that this money go to the kids, whether it be for hot lunches or whether it be for more reading teachers, or for both. But it's going to have to come into education. We're going to have to get more money out of the federal government.

Mr. Kotz: From your own experience, can you give me some of your impressions of what the lack of an adequate lunch or adequate breakfast does to a child in terms of the learning process?

Mr. Fischer: When you deny a child an adequate diet, you're denying him a chance to succeed in our society. If there are two things the world needs more than anything else, they are protein and education. Nutritionists say that a child's brain doesn't develop properly if adequate protein is lacking for a considerable period at any time from conception on up to twelve years of age. Of course, if a child's brain isn't fully developed, he's not going to be able to get a good education, and consequently he's not going to be able to succeed as well.

Physically, of course, the same thing is true, and he won't have the high energy level that it takes to sustain a person in our society.

Mr. Kotz: Some of the most revealing and really frightening things that have been written on the subject come from Dr. Robert Coles of Harvard, who has worked devotedly with children of poverty. He has described the negative attitudes of a child who is never properly fed, saying that the child is surly and looks upon the world as a hostile place. It's really quite frightening to hear the psychiatrists and the psychologists describe what malnutrition has done to the psyche of the underfed child—quite aside from what it has done to his brain and to his body.

Mr. Fischer: I'm sure this is true, and I'll go one step further. I think that poor nutrition is the reason for any alleged racial inferiority. In certain countries in the world many people have always had a substandard diet as far as protein is concerned. Perhaps the lack of protein has caused almost universal brain damage, and this has lent credence to the belief that these are inferior people. When you can take the children of these people and give them an adequate diet and an adequate education, you will find that they can compete.

Mr. Kotz: Rignt now, the benefits of the school lunch program go largely to middle-class children. The same thing is true of the special milk program, by which—in certain places—each child is given an extra half pint of milk at reduced cost. The government estimates that only eight percent of the benefits of the hundred-million-dollar-a-year special milk program now goes to poor children.

Do you think that the emphasis should be switched so that more of these dollars take care of the food needs of poor children? In the case of the special milk program, both the Johnson administration and the Nixon administration tried to switch the emphasis.

The Johnson administration tried in 1966 to put in a first priority for poor children. This was blocked by the agriculture committees and the milk lobby, which quite openly in the agriculture committee said that this was a program for the milk producer and not for children. It was blocked a second time on the floor of the House of Representatives when the House overwhelmingly voted against using these funds for poor children. The suburban congressman is not going to vote for taking milk away from his suburban kids to help poor kids.

Mr. Fischer: I'm not an authority on all the fine points of food legislation or the agricultural legislation but I know this much: If there's not enough milk to go around in the hot lunch program, it should go to the kids who need it the most. I would be willing, for instance, to have my child go without milk at noon if this would help a poor kid get it.

Mr. Kotz: We've got nine million kids attending schools that have no school lunch program. In the past, in some places, including Washington, DC, the school lunch program was opposed by teachers who did not want to give up their free lunch period to supervise kids at lunch.

Mr. Fischer: Teachers don't want to supervise the lunch program because they don't think that's part of teaching, and we're continually negotiating supervision of the cafeteria out of the teacher's day. Playground supervision is another one. I don't think it makes sense to take a person who has six years of college education and have him spend an hour a day trying to keep teen-age children from throwing milk on each other.

The NEA has never opposed the hot lunch program, but we have always opposed the teachers' being used as lunchroom supervisors, and we will continue to do so. We think that there's enough money in this country to hire people to supervise. In fact, it's a money-saving device if it frees a teacher for an hour to teach a class.

Mr. Kotz: Let me raise another problem area with you. In virtually every Southern state today, a new phenomenon has arisen in terms of school lunch benefits. In many school districts that have the so-called freedom of choice plan, free meals are being made available to children for the first time. There's just one catch. The free meals are only available in what used to be the black school, and so the poor black parents must exercise their freedom of choice by keeping their children in the black schools if they want the youngsters to have the free meals.

What I'm saying, pure and simple, is that the free school meal is being used as a device to perpetuate segregated schools, which is a very perverse use of it.

Mr. Fischer: Well, I'm on record in Jackson, Mississippi, as saying that HEW guidelines are not good. We should have a law that would punish the adult transgressors rather than the children and the teachers. The law should be written so that in cases where the school authorities are holding back integration of the school, *they* should be removed, instead of removing the teachers and the children from the school. The way the guidelines are written now, the teachers and children are being punished for the transgression of the school board members, and this is just another example of it.

Furthermore, I don't believe that free education for the poor, for instance, should be a welfare program. I believe that free public education for all is a necessary capital investment in our system. And if our system is going to survive, we have to pour more money into this capital investment. Any industrialist will tell you this. The reason that industry will fail oftentimes is because it's undercapitalized, and if our schools are failing in places, it's often because they're undercapitalized.

Now, this is why I keep going back to the belief that one good

meal a day is essential to a good education. So, I don't believe that a hot lunch program should be a welfare program. It shouldn't be a free lunch for the poor. It should be a free lunch for all children.

Mr. Kotz: Well, one of the problems is that we've got very powerful people in Congress like Jamie Whitten, the chairman of the Subcommittee on Agriculture of the House Appropriations Committee, who are dragging their feet on this matter of free meals. When the Agriculture Department was before Mr. Whitten last year to get more money, he said words to this effect: "Here you are asking for free breakfast programs. First, it was free lunches; now you want free breakfasts. Pretty soon you're going to be in here asking for free dinners. Where does this all end? It seems to me that if you start doing all these things for the parents, that we'll have people with no responsibility." How do you react to this point?

Mr. Fischer: I don't want to argue the age-old John Birch argument that "God helps those who help themselves" and that welfare does nothing but encourage people not to work, et cetera, et cetera. We all know these arguments. Anybody that's grown-up and has any social conscience knows that there are some people that have to be helped quite a bit in order to get them in a position where they can help themselves. Education is what's needed to get these people in a position where they can help themselves, and a good diet is necessary to education.

But back to the statement you made about strong opponents. Hell, the strongest opponents of improving public education are influential people in important positions. This is why, as president of the NEA, I constantly talk about uniting the force of two million college-educated people into a political arm that can have an influence as great as any other group in this country.

I think it's important to this nation that the united profession of educators have a larger voice on the Hill than the farm bloc. In the last two years, we've passed the farm bloc in numbers. We certainly have passed them in education. I'm not sure that we've passed them in influence as yet, or in political know-how, but we're on the way.

Mr. Kotz: I'm glad to hear that the NEA and teachers are going to start exerting their influence toward a universal school-lunch program, because I think this is an area that the NEA has neglected badly in the past.

Mr. Fischer: Well, we've had so many things to do, and not enough time and resources to do them. The important thing is that this is now one of our priorities.

Mr. Kotz: I don't confine that criticism of neglect to the NEA; I extend the criticism to the press, to the entire nation.

Mr. Fischer: Actually, the NEA has supported increased appropriations for school lunches for many years, and this business of redirecting the school-lunch program into a more aggressive and positive way of feeding disadvantaged children in school is part of an effort that came out of NEA. School lunch is no longer a responsibility of the Agriculture Committee of the House; it now lies with Education and Labor, where it gets strong support from Representative Carl Perkins. It should also be there in the Senate, but they don't want to fight about it, so it's still in the Agriculture Committee in the Senate.

The main school lunch bill that the NEA is supporting now, which was introduced in the Senate by Senator Talmadge, provides that the food will follow the child if he exercises his right to go to a different school in the community. I think this is a great breakthrough.

It hasn't passed yet, but I have high hopes that it will, and while I hold no brief for those people in the past who "didn't do right," I don't think we serve the cause of the children we're trying to help now by pointing to various people's sins in the past. It would be more fitting to emphasize their goodwill at this time.

Mr. Kotz: I agree. In my new book, *Let Them Eat Promises: The Politics of Hunger in America,** and also in my personal views, I'm not attempting to criticize people for past transgressions. What I am saying is that the faults in the hunger problem run so deep institutionally that if we don't understand the institutional roots of the problem, we're going to have a great deal of difficulty in solving it.

We Americans have never fulfilled any of our social commitments, never solved any of our social problems, and it seems to me that one of the reasons for this might be that we always start out by accepting the myths about the benevolent way that our governmental, economic, and social institutions operate. The hunger problem, I think, is an example of this. The school lunch program hasn't worked, the commodity program hasn't worked, the food-stamp program hasn't worked. All of them, on the surface, looked like good programs, but we—the press, educators, all of us—never looked closely enough at how these programs were twisted by the institutions.

Mr. Fischer: I'm not going to beat the NEA to death over what the Association hasn't done in the past. Our problem is we haven't been as effective as we want to be. But we're a hell of a lot more effective than we were ten years ago, and we're going to be a hell of a lot more effective five years from now. And when we get all the teachers in America in one organization, with enough power at any one time to focus all this strength on one point—this school lunch bill, for instance—things will happen! When the NEA can focus the power of two million teachers (and all their influence back home) on one bill at one time, nothing can stop us! We will be the greatest united force for better education this country has ever known! □

*Let Them Eat Promises: The Politics of Hunger in America. Prentice-Hall. 1969.

"The middle class does the work, pays the bills, and gets blamed for everything," says

EDWIN A. ROBERTS, JR., *senior editor,* National Observer.

☐ **The middle class is today under attack in America** as it hasn't been in years, if ever. The assault force is a kind of international brigade composed of dissenting students, black revolutionaries, inventive bohemians, liberal extremists, and a fair complement of writers and scholars. The attackers don't have identical goals, but they are of one mind about the central objective—the elimination of the country's mores, the denigration and destruction of what are generally referred to as middle-class values.

When we speak of middle-class values, we are not really speaking about values associated with a particular income level. The values under attack today derive from the Protestant ethic. The foundations for American society were not laid down by diverse cultures. The melting pot would come later. The foundations were framed and poured by Protestant Englishmen who believed in the inherent rightness and efficiency of self-discipline, hard work, thrift, and the sanctity of contracts.

The values can be followed back much further, of course. Since the dawn of civilization, men have found that no community can survive without general adherence to certain standards of behavior. Sometimes these standards were written as laws. Sometimes they took the form of customs, and customs are hardly less effective than laws in regulating behavior.

Specifically, the middle class values hard work because hard work produces a higher standard of living. Middle-class men may admire the commuter train little more than the hippies do, but it is the commuter train that permits men to get to the work that provides their families with homes, gardens, and play areas. However dreary one may think the commuter's routine, it makes possible countless other life satisfactions. That millions of middle-class people live culturally narrow lives does not diminish their contribution to the economy.

Nor can reasonable critics put this down as a phony value. An artist's brush, a bohemian's guitar, a poet's paper, a hippie's amulet—every artifact costs money. The economy pays the bills for everything.

The mistake bohemians make is inferring that life styles must be adopted on an either-or basis. Because their parents might have failed to take advantage of life's spiritual graces, they conclude that only by withdrawing from society can they experience the great intellectual and emotional joys available to almost everybody. What they eventually discover is that a sure way to miss happiness is to take dead aim at it. I am sure the hippies will find this to be the case with drugs and casual sex.

This brings up the middle-class value of marriage and sexual discipline. The function of the marital state in society is obvious. Marriage permits the orderly rearing of children. It helps hold society together. Sex in marriage not only satisfies a fundamental human appetite, it also cements the relationship between a man and a woman so that they have an incomparable reason for continuing to live together and care for their young.

Many young people today are experimenting with alternative arrangements. Some are aggressively seeking sexual experience at every opportunity. Some young people are simply playing house without benefit of matrimony. This arrangement is generally convenient for the man and futile for the girl. As a practical matter, a woman's greatest asset in winning the total interest of a man is the mystery of her body. When she casually discards this mystery, she is much like the magician who reveals his secrets before his performance. The audience gets bored before it has a chance to get interested.

Whatever its weaknesses as a human institution, marriage, like hard work, strengthens the social fabric. And a strong social fabric makes life more reasonable, more secure, and more satisfying.

Other middle-class values frequently belittled are thrift, which only means a careful handling of resources; the acquisition of "material" things like home appliances, which commit no greater crime than to reduce household drudgery; and social and business competition, which occurs when people try to improve themselves.

Wait a minute, say the critics. What we object to is the plastic character of American life (dissenters use the term *plastic* to mean synthetic).

According to Bennett M. Berger, former chairman of the Sociology Department at the University of California at Davis, who has talked with many dissenters, "from the perspective of the disaffected young, to be middle class these days means to have your achievements and your aspirations so adjusted that you always want or need a little more than you've got, but are so dependent upon what you *have* got—and so vulnerable to its being taken away—that threats to it compound your anxiety and put you, in the parlance of the young, uptight."

What the dissenters are saying, then, is that they have no freedom of choice when it comes to setting their own goals. No freedom of choice? Surely they have enough character to eschew a college education if that smacks too much of conformity. Do they want to

Mr. Roberts wrote at greater length on this subject in the *National Observer*, January 13, 1969.

spend their lives sitting in the top of a tree writing sonnets? That can be arranged. If the pace of modern living and its rewards are judged unsatisfactory, there are ways to get out of the mainstream. But if the great middle-class majority feels differently, then perhaps the dissenters should be content to do their own thing, and not insist that everyone else must do it. However, the acceptance of dissent is also a middle-class value.

As for anxiety, some anxiety is the lot of anyone with wit enough to imagine adversity. When a society becomes complicated, tensions increase because the possibilities for mishap increase. Nevertheless, it's more satisfying to send a spacecraft to the moon than to burrow under a bush to hide from the night.

What of "middle-class hypocrisy"? American society is indeed hypocritical—most societies are. Hypocrisy is necessary, especially in a pluralistic society, where people of divergent cultures are attempting to live at peace with one another. The serious hypocrisy in this nation concerns white society's treatment of the Negro. But customs change. Whites and Negroes are both maturing with a speed that could not have been predicted 15 years ago. Pluralistic America has had more opportunities for ethnic conflict than any other nation in history. That our society has been able to hold together while so many antagonistic forces have pushed and shoved is something of a miracle.

To blame the contemporary middle class for the plight of the Negro is absurd. By the accident of birth a man becomes the product and prisoner of a culture, and this is as true of whites as of blacks. Cultural differences in a society take time to fade; men can do no more than try to accelerate the process.

The admitted responsibility of the American middle class—admitted in the form of acts of Congress, presidential declarations, state and municipal laws, and enlightened business policies—is to work hard at clearing a path for Negroes. That's what the country is doing. It's a very expensive job but there is no choice, either from the standpoint of internal peace or from the standpoint of the Protestant ethic. It's the right thing to do, and the middle class knows it.

The American middle class, being composed of human beings, is not short on hostilities, but it doesn't deserve to be damned as racist when it exists in a racist world. The middle class didn't chart the course of civilization, nor did it invent those cultural phenomena that make relations between the races difficult.

The attack on the middle class, when it has been nonviolent, has performed a useful service. Change is the order of the universe and as man expands his horizons, he should be ready to review all his attitudes. But customs and values are deeply embedded in the social structure; they change by being sanded down and reshaped, not by being discarded whole.

It would be a dreary world without the dissenters. It's too easy for middle-class people to work themselves into a rut, especially in a highly organized society of specialists. We all need to be jolted once in a while. But having absorbed the jolt, we are still free to place competing values on the scales of reason.

Is it preferable to seek inner satisfaction by turning one's best efforts upon a difficult task or by seeking immediate gratification through drugs? Is it better to bear up under the commuter's burden and thereby earn leisure and the means to use it or to lounge in a loft all day and then beg for a meal? Is a shirt and tie more plastic than a psychedelic kimono? Is it more rational to promote a continuing dialogue between students and campus authorities or to come to school with guns and tools for vandalizing buildings? Is some hypocrisy a useful social lubricant or is it a sin against mankind? Are security and respectability less desirable than their opposites? Is the Negro making more progress today in America than he has ever made anywhere else at any time in history? Do middle-class values serve the general welfare?

The middle class does the work, pays the bills, and gets blamed for everything. But, though the dissidents might deny it, the middle class is susceptible to rational, civilized argument. It is willing to change—however joltingly hypocritical this may seem. □

"Many student activists feel that middle-class society needlessly blocks personal growth," says

THOMAS BRADFORD ROBERTS, *NDEA Fellow in Educational Administration, Stanford (California) University School of Education.*

□ **Stronger than the economic and social values that** Edwin Roberts attributes to the middle class is a value that stands behind them and is central to those he mentions. I believe that an understanding of this value helps clarify what he sees as American middle-class values and helps explain why he interprets the central objective of the attackers of those values to be the elimination of the country's mores and why he seems to me to misunderstand student critics in the particular way he does.

Middle-class values and orientation to life can largely be understood in terms of sociability—smooth social relations, getting along with others, being friendly with as many people as possible, and fitting into one's community. A typical middle-class person interprets the world and himself in terms of family and friends, neighborhood, town, and nation.

We see this, for example, in middle-class parents' strong concern with their children's social development. If the teacher says that Johnny can't read, that is cause for some concern, but if he reports, "Johnny is unable to get along with others," that is cause for alarm. When these parents prepare their children for school, they stress getting along with the other children and cooperating with the teacher. Thus, in middle-class schools, we see a whole social philosophy of education that emphasizes smooth social relations, popularity, and joining clubs and activities.

A different emphasis, interpretation, and view of the world comes from a large segment of students—the activists—who regard individual development and expression as their primary values. They ask, "Does

this make sense to me personally? Does this aid my own and others' *individual* development?" Because such a point of view is especially characteristic of young people in the upper-middle and upper classes, this type of activism occurs frequently in upper-middle-class schools and universities and among children of well-educated and economically well-off parents.

With subjective self-development and self-expression as a goal, how do these young people react to the norms, customs, and values of society? They feel that society often needlessly blocks personal growth. When a school enforces dress or appearance codes, for instance, they see this as an example of the middle-class addiction to getting along with others, to uniformity, to social acceptance. Student activists don't mind if people want to conform, but believe that the standards people conform to ought to be of their personal selection, not forced upon them.

This is the problem as the activists see it: We have a predominantly middle-class society. The high value that the middle class assigns to norms and conformity results in a society that places too much emphasis on its laws and customs. These constraints limit personal freedom more than is necessary. In the long run, they also endanger society, because they limit the renewal, adaptation, and evolution that come from experimentation with new values and new ways of living.

A healthy society ought to encourage social experimentation and invention just as it encourages technological research and development. Cultural and social diversity is a measure of society's wealth just as much as are GNP and material things like home appliances. But to make progress in this direction, the middle class will have to give up its notion that there is *one* American way of life and *one* sort of social organization that is best for all the people all the time. There are many.

According to Edwin Roberts, the activists "are of one mind about the central objective—the elimination of the country's mores." When we keep in mind the fact that middle-class people are very sensitive to norms and interpret the world through the idea of social acceptance, we can understand that Edwin Roberts is a spokesman for this point of view. It seems to me that people of this persuasion misinterpret the desire for personal growth and its subsidiary disaffection with norms as primarily an attack on the norms. Actually, the so-called attack is merely an attempt to remove an impediment to self-growth.

The issue the established middle class sees is an attack on middle-class mores; the issue student social critics see is a restriction of human potential.

For example, middle-class defense of middle-class values is based on the fact that they contribute to the economy, not that they lead to a richer, fuller life. They talk as if those who are critics of society are attacking society's affluence. The fact is that the critics are attacking the misuse of affluence and the view that sees man as predominantly an economic animal rather than as a human being with immense potentials. It is the apparent infatuation with goods and services and the seeming disregard of man's higher states that student critics of society object to. "Couldn't some of these resources be used for purposes better than protection against imagined political, economic, and social enemies?" they ask.

Edwin Roberts says that the middle class values hard work because "hard work produces a higher standard of living," and adds "That millions of middle-class people live culturally narrow lives does not diminish their contributions to the economy." This sounds to the activists as though, to the middle class, the higher standard of living is a goal in itself.

Thank God the Holy Economy isn't affected! Anything but that! If millions of people don't contribute to the cultural richness of society, so what? So what, if they live culturally impoverished lives? So what, as long as the GNP keeps compounding? The student activists are asking the unthinkable question: *Now that our standard of living is high enough,* what do we do with the surplus economy?

More important than the middle class's conception of man as predominantly economic and spurred on by economic goals are its shockingly immoral views toward women and sex. It seems to regard women as some sort of mysteriously performing sex machine. When the magical performance is over, they are useless. It overlooks the problem of what that point of view forecasts when, after the first year of marriage, the "mystery of her body" is a fact of everyday life. It doesn't face the problem of what happens when age makes her body less appealing.

To today's young people, sex relationships are no longer based on the ephemeral "mystery of her body"; instead, they are based on more enduring and important qualities, such as compatibility of character, personality, interests and hopes, sense of humor and taste, the joys of sharing life, values.

Restricting half of society to lower status on the grounds that their greatest asset is only the mystery of their bodies, an asset soon lost, is degrading not only to the denigrated half but also to the half that perpetuates these demeaning, immoral attitudes. Regardless of whether sex, skin color, or any other physiological difference provides the grounds for debasement, the prejudice, restriction of individual liberty, and pinioning of the human potential are just as immoral. On this basis, at least, the battle for women's rights and for minority rights is the same.

The middle-class emphasis on social acceptance and social norms weakens its appreciation of divergent views and ideas—makes it blind to social problems, especially those stemming from its own middle-class norms. Unfortunately, many middle-class institutions, especially schools, persist in forcing these values on the whole society, ignoring the fact that they are amputating individual liberty under the slogan "Socially Acceptable Standards."

The middle class may value a money-minded, socially acquiescent nation, but this won't build the world or the educational system that the self-growth type of student activists want. It will stunt, not nourish, the human potential. □

Catch the child

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☐ **Every day the classroom teacher faces a wide variety** of behavior, from disruptive horseplay to outstanding work. In recent years, psychologists have studied the effects of teacher responses on pupil behavior. The results indicate that each teacher has a potent means of obtaining the behavior he desires. Most encouraging, the results have confirmed that to succeed in obtaining desirable behaviors from their students, most teachers need not learn any new responses, gimmicks, or tricks of the trade. They need learn only to alter systematically the *timing* of their usual basic response, attention, or "social reinforcement."

In various classroom settings, the social reinforcement technique has effectively modified the behavior of students ranging in age from three to eleven. Specifically, the technique has been used to increase such things as cooperative play, attention span, and studying and to reduce regressive crawling, crybaby outbursts, sulking, pestering other children, inappropriate talking, blurting out, making noises, and so on.

The initial step of the social reinforcement technique is to define the behavior to be modified. The term *behavior* indicates the focus of the technique; the procedure is designed to modify directly what people do that can be observed and measured. As behavior changes, attitudes and feelings probably will change also, but we cannot directly measure such internalized responses. The behavior must be defined in terms of observable overt responses and must be stated unambiguously.

To illustrate, if a teacher is concerned with general inappropriate behavior, he should list the different responses he considers inappropriate, such as "out of seat," defined perhaps as "ceases to touch chair." Then he is no longer concerned with a "bad child," but with reducing "number of times out of seat." Finally, he should adhere to the original definition at all times so that any change in recorded behavior will not be due to a change in definition.

Defined by what is observable, a behavior is easily measured. The most frequently used measure is a count of the number of times the behavior occurs in a specified length of time. For some behavior, the most appropriate measure is its duration in seconds within a specified time period. Graphs give the most meaningful representations of the measures.

Such objective measurement procedures are necessary and worth every bit of the time and energy they consume. Without them, the teacher is too easily influenced by his own feelings and moods or by an outstanding response or series of responses by a student. In short, objective measurements greatly reduce the subjective error in evaluating a child's behavior.

Daily measurements also afford the teacher frequent feedback on his application of the technique. If an observation session yields results substantially disparate from previous observations of that experimental stage, the teacher is alerted to the possibility of his misapplication of the technique or of the interference of some other factor with the results.

Once the teacher has defined the behavior and selected the method of measurement, he can obtain the current rate of the behavior. This rate is called the baseline. During the baseline stage, the teacher makes no change in his own behavior other than to record student behavior. He measures the target behavior by the predetermined method and compares its rate to that of all subsequent measurements. A baseline should contain enough observations to help the teacher decide whether or not changes of behavior during reinforcement are due to random fluctuations.

Giving attention to desired behaviors and ignoring undesired behaviors are the main elements of the social reinforcement technique. The teacher should select the attention to make the child feel praised, competent, or appreciated. A positive physical contact, like a pat on the back; friendly verbal interaction; and praise, such as "Very good," and "You're doing fine," are effective forms of attention. If these responses are awkward or disruptive in a situation, friendly facial expressions and hand gestures are the best alternatives. Smiling and giving the OK sign are examples of such responses.

Whatever its form, the positive attention should be given the child while he is still engaged in the desired behavior or *immediately* after he completes it. The teacher should place emphasis on "catching the child being good" (as researchers Madsen, Becker, and Thomas have expressed it). Even if the child has just previously misbehaved, any *present* appropriate behavior should be reinforced. The teacher who uses a variety of attentive behaviors in a spontaneous and warm manner will increase the effectiveness of the technique.

All schools of education support positive approaches to teaching, and most teachers practice them somewhat, but far from enough. Thus, in applying the social reinforcement technique, the first change in timing involves a large increase in the frequency and immediacy of positive teacher attention. The second involves the teacher's ignoring (directing his attention away from) "bad" behavior.

The idea of ignoring inappropriate behavior may seem inconsistent with common sense. However, recent studies indicate that reprimands maintain or even increase the rates of the very behaviors they are intended to eliminate. Further, a substantial body of

evidence shows that physical punishment as applied in the school is an ineffective technique for controlling behavior. Hence the teacher's only practical alternative response to inappropriate behavior is to ignore it—*not* punitively and as if by deliberation—but by acting as if he is involved with other matters. The idea is to appear unaware of the presence of the misbehaving child. This is easy for the teacher who is occupied with praising other children's good behavior.

Initially, ignoring may lead to an increase in the "bad" behavior as the child tests the teacher. But, especially when others are being praised for doing as the teacher wishes, most children soon join in the race for teacher attention on the teacher's terms.

In summary, attending to and ignoring are used together. The teacher gives attention to the desired behaviors and ignores the undesired. The golden moment for reinforcement occurs whenever one child is indulging in a particular misbehavior at the same instant that his neighbor is indulging in its opposite.

Sometimes a student never or almost never gives the desired response. In such a case, the teacher must shape the behavior by successive approximations. This procedure calls for his initially giving attention to any first sign of the appropriate behavior. He then reinforces only those behaviors that are closer and closer approximations of the desired behavior. By this method the teacher moves the student from a weak starting point to the desired behavior. For example, to reinforce in-seat behavior in a child who is *always* up, first praise his being near the seat.

For a variety of reasons, when shaping a response to a broad class of stimuli, it may be best to reinforce responses to just one stimulus. After the response to this stimulus increases to the desired level, the teacher can generalize the response to other stimuli by introducing them as he continues to reinforce.

To illustrate, suppose that the desired behavior were an increase in cooperative play for a boy of a minority group. If the boy felt less shy toward members of his own sex group, the teacher initially would increase his responses to these members by praising his approaches until he acquired the cooperative play response. Once this response was well-established, the teacher would generalize it to the other groups in the class by gradually introducing members from those groups into the group the boy approached.

In shaping behavior, it is usually desirable to begin by reinforcing as many of the child's appropriate behaviors as possible. Because the teacher has so many other demands on his attention, he probably will not be able to reinforce every appropriate response. Nonetheless, during behavior shaping, the child is likely to receive an undue share of attention temporarily.

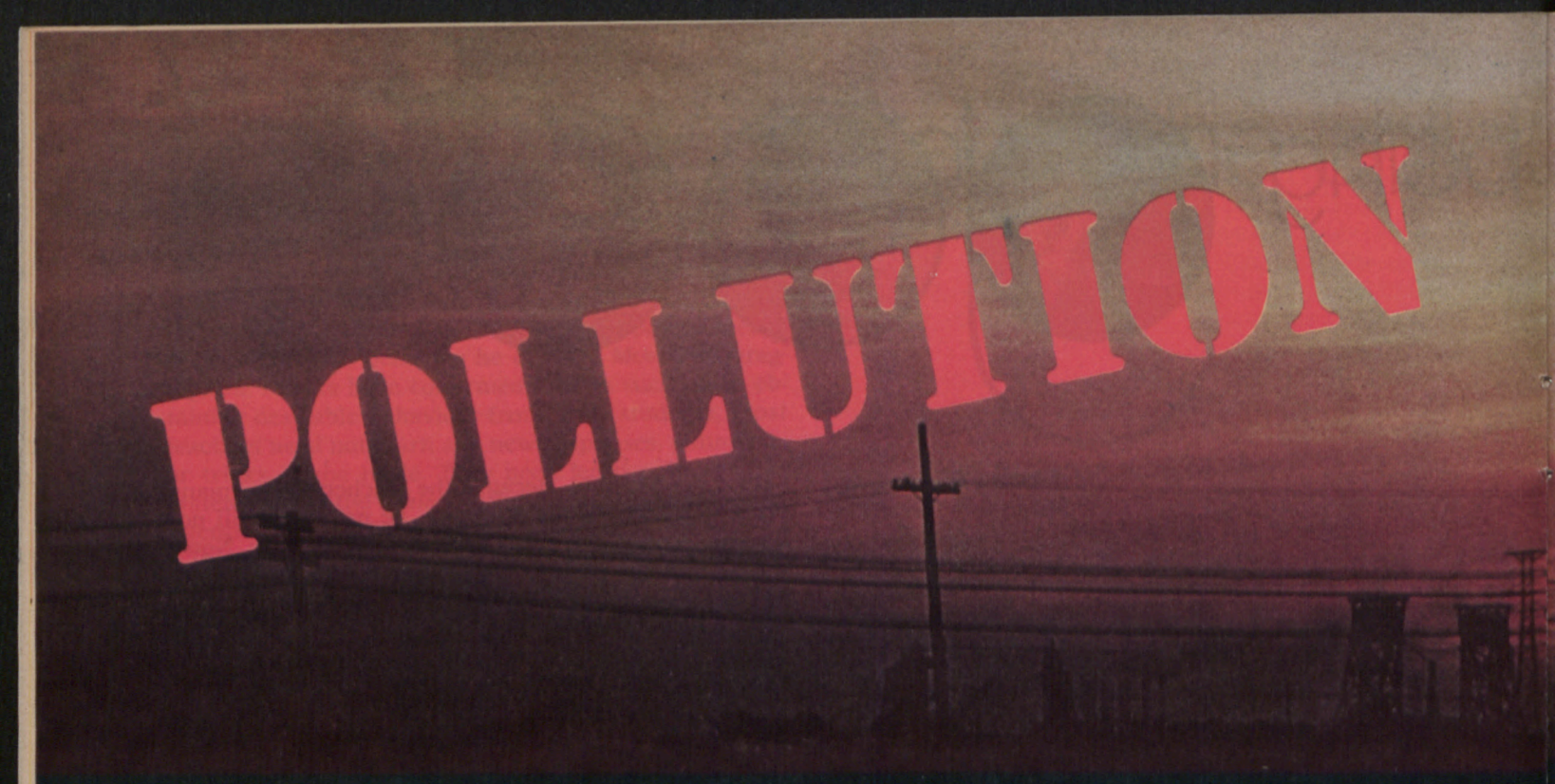
To maintain the behavior, the teacher can decrease the frequency of reinforcement or, in technical terms, make it more intermittent. There is nothing fancy about this procedure; the crucial point is simply to decrease the frequency very gradually. If you have been praising a child every time he has done an arithmetic problem, as soon as he works steadily, you should drop first to praising four out of five instances, then to three out of five, and so on, watching your graph to be sure that the number of correct problems does not decline markedly. Continue to decrease the frequency of reinforcement until the child works throughout the period. Perhaps your sole reinforcement would be to stand with your hand on the child's shoulder once or twice while you survey the class and check his work. Intermittent reinforcement not only results in a response that is more easily controlled, but also in one that is much more durable.

In several studies, the social reinforcement technique has been successfully applied to an entire class. This implies that the technique could be used as a general way of handling classes—praise and attention for desired behavior and none for the undesired. Indications are that, generally, the more praise the better, as long as it follows appropriate behavior.

For a general, everyday group approach, the teacher would not have to collect data. With an individual or a group that continued to misbehave or failed to perform well in some respect, the teacher could apply the technique more systematically.

The above experimentally verified principles go against much of the lore of the teachers' lounge. Their application also requires some faith and some patience. Reprimanding a child stops his misbehavior promptly, even if only for a little while. That is obvious, and reinforcing to the *teacher*. Ignoring the child's bad behavior and, above all, praising behavior that our culture says he "should" produce without thanks have effects that are not so obvious and that with some children might appear impossible.

As procedures, praise and ignoring take longer. This can cause impatience. But in the long run, the positive social reinforcement technique can turn the teacher's original dream of motivation into reality. □



LUTHER L. TERRY, vice-president for medical affairs, University of Pennsylvania, Philadelphia; former Surgeon General of the United States.

■ I cannot agree with the remark attributed to George Bernard Shaw, "Science is always wrong. It never solves a problem without creating ten more." On the other hand, I believe we have to face up to the challenge implicit in this remark—that is, we must reap the benefits of modern science and at the same time protect ourselves against the inherent possible hazards.

Today, we live in an increasingly mechanized, urbanized, man-made environment. The consequences are apparent on every hand. Science has formulated compounds and introduced techniques which have been seized upon by man eager to improve his daily living. And so we live with a vast complexity of man-made pollutants.

Our obligation is inescapable. It must be pointed out—emphatically, clearly, and repeatedly—that contamination of our environment poses dangers which science and society must solve together, for their mutual benefit.

It is difficult to pinpoint the complex nature of the health danger from specific environmental pollutants. It is difficult to alert people to the importance of effects that are delayed in their nature and uncertain in their impact. But the message is one we must carry forward.

In devising the means to shape our world harmoniously, let's consider the value of an ecological approach to the environment. Ecology has been defined by Aldous Huxley as the science of "the mutual relations of organisms with their environment and with one another."

Man has often regarded certain specific geographical areas as simply a source of crops, minerals, wood products, or game for his own use. To release into an area a chemical product which has the purpose of destroying one form of life, without recognizing and taking into account the effects of this product on other forms of life, is short-sighted. The ecological approach suggests that these broad geographic areas be regarded not only as organic wholes but as related to others and alterable only with great caution.

The current interest in environmental health thus embraces a positive interest in ecology. In any discussion of ecology and environmental health, we hear a great deal about "adaptation"—man's ability, or inability, to adjust to his environment, and his genius, or foolhardiness, in seeking to adapt the environment to himself. I am suggesting that the greatest problem bearing upon environmental health in our time is another kind of adaptation—an adaptation in human thinking.

One does not have to be a chemist or a biologist to recognize that the interaction of several environmental stresses may produce an effect greater than the sum of their separate influences. We will not be able to comprehend the real place of man in his environment until we have assimilated the ecological concept into our thinking. As we reexamine our philosophy, we must also readjust our scientific, social, and economic goals to reflect an appreciation of these implications. Ecological wisdom must become a part

of scientific thought and a force in social and economic behavior.

A splintering of programs and research has caused the environmental health effort to resemble, at times, Henry Adams' definition of philosophy: "unintelligible answers to insoluble problems." We are, however, making some progress toward a unified ecological view. As we do so, the problems do not appear insoluble. I believe we are coming up with some intelligible answers.

Let us examine the various aspects of environmental pollution: air pollution, water pollution, occupational health hazards, radiological health hazards, and the need for environmental engineering and food protection. Even though I shall deal with them separately, I want to emphasize that they are separate facets of the same problem. The same chemicals may impinge on the individual in air, in milk, in foods, in water, and in his occupational environment—not once, but repeatedly. Analysis of the parts, however, is still essential to an understanding of the whole.

Air pollution is, of course, a problem created primarily by urbanization. But air pollution is not limited to large centers of population. Even by 1960, it was estimated that over 300 urban communities in the United States had major air pollution problems, and 850 communities, moderate problems. The number of communities having minor—but still recognizable—air pollution problems, however, ran into several thousand. Only within the last 15 years has science begun to gather precise knowledge of the nature, extent, and effects of air pollution. We have learned that the air is charged with a multitude of particulate and gaseous pollutants whose adverse effects are both more subtle and more extensive than was once assumed.

Research has demonstrated that a link exists between air pollution and such major respiratory diseases as asthma, bronchitis, emphysema, cancer, and possibly even the common cold. Even if no other basis existed, this would indicate that the nation's control of the pollutants ought to be greatly increased. But the deleterious effects of polluted air are not confined to the human respiratory system. Plants and animals are also adversely affected by air pollution. Agricultural losses, the destruction of property, and lowered real estate values are among the effects of air pollution that are costing this country many billions of dollars each year.

The federal government is fully committed to a course of action that is intended to result in better control of air pollution throughout the United States. Since 1955, when the Congress first enacted legislation dealing with air pollution, the responsibility for federal air pollution activities has been assigned to the Department of Health, Education, and Welfare. Two units of the Public Health Service conducted the air pollution program until 1960, when the Division of Air Pollution was created. In 1967, the Division became the National Center for Air Pollution Control.

Progress toward control of air pollution depends upon an increasing fund of knowledge about its sources, nature, and effects. The Clean Air Act of 1963 recognized the need for this kind of information. The Act authorized expansion of the federal program of direct and supported research in a number of specific areas, among them automotive exhaust and the emis-

sions associated with the use of sulfur-bearing coal and fuel oils.

In 1965, when it became apparent that national control of motor vehicle pollution was technically feasible, the Clean Air Act was amended to enable the Secretary of Health, Education, and Welfare to establish appropriate standards and to empower him to investigate and seek to prevent potential legal problems resulting from attempts to control air pollution problems. In 1966, the Act was further amended to authorize federal grants to state and local agencies to assist them in maintaining effective air pollution control programs; this supplemented already existing authority to promote the development, establishment, or improvement of such programs.

The strengthened national effort made possible by the Clean Air Act is a challenge to the scientific and engineering community. If man is to preserve and protect the air he breathes, we must continue to add to our knowledge of this problem and to apply the results of this knowledge promptly and effectively.

Because of pollution, our national water supply is threatened. Lakes and rivers have been befouled by deposits of municipal, industrial, and agricultural wastes. Beaches have had to be closed to swimming and fishing. Finding enough clean water for year-round municipal supply is touch-and-go in a number of areas. Many underground water resources are already in jeopardy.

The list of water pollutants is formidable. It includes plant nutrients that cause unpleasant tastes and odors and steal oxygen from our water supply; synthetic chemicals, dissolved minerals, and other substances from mining and industrial operations and from land drainage; as well as radioactive substances, heat from industrial processes, and soil sediments and mineral particles washed from the land by rain or floodwaters. The problems these pollutants present are so complex, so varied, and so numerous that existing weapons are not adequate to deal with them. They have multiplied faster than solutions.

The passage of the Water Quality Act of 1965 and of the Clean Water Restoration Act of 1966 marked the beginning of a major offensive against water pollution in this country. In response to this legislation, the Federal Water Pollution Control Administration of the Department of the Interior sponsors research that runs the gamut of scientific investigation and technological development—from basic research through applied research, pilot plants, field evaluation, and demonstration projects.

One basic long-range objective of the research is to be able to control waste at its source. The techniques range from abating acid mine drainage to encouraging changes in the construction of the waste processes of new industrial plants. Advanced waste treatment is one of the most dramatic examples of the full-scale demonstration of new treatment techniques. A breakthrough in this area will result in the development of effective, safe, and economical waste water systems which will, in effect, amount to the same thing as the creation of a new water supply.

Another old, but difficult water pollution problem confronts urban areas—the discharge of mixed raw sewage and storm water into our streams. To engineers of a previous era, it seemed logical to collect both storm water and sanitary sewage in a single combined system, since this provided marked savings. But these overflows are now recognized as carriers of pollutants into the watercourses.

The first Federal Water Pollution Control Act, passed in 1956, initiated a program of federal grants to municipalities to assist them in improving on building sewage treatment works. Amendments since then have helped to step up construction activity by making more money available on a more liberal basis.

The construction grants program has accomplished much since its beginning. In the first 12 years of the program, spurred by more than $1.4 billion in federal grants, some 9,500 treatment facilities, costing a total of $6.1 billion, were constructed or expanded.

Impressive as it has been, progress has not kept pace with needs. To deal with the large quantities of untreated or inadequately treated municipal wastes that still pour into waters across the country, municipalities will have to build waste treatment works on a vaster scale than ever before.

Without any doubt, ecological sensitivity appears almost mandatory if we are to succeed in solving the multitude of problems related to our most crucial national resource—water. The various interests of the wildlife conservationist, the fisherman, the farmer, and the guardian of human health find a common purpose in maintaining the purity and abundance of an untainted water supply.

Rivers die silently. Pollution robs us of clean water sometimes before we are aware of what is happening. One of the difficulties in combating water pollution is that the enemy is so often invisible. Even our most advanced analytical procedures have difficulty in detecting the substances lurking in water. It is evident, I think, that a clear concept of proper water use must take into consideration forests, national parks, wildlife, industry, municipalities—almost every aspect of our environment, present and future.

The health problems of workers illustrate very aptly, I think, the interrelatedness of all environmental hazards. The worker is the first to be exposed to most of the chemical and physical hazards which later pose a threat to the general population. In addition, there is a growing indication that occupation may directly contribute to the incidence of various chronic or deteriorating diseases previously believed to be entirely unconnected with work exposure.

Because fewer than 15 million of the 53 million wage and salary workers in industries are provided in-plant health service, identification of occupationally related disease is often difficult, and mechanisms for reporting their incidence and prevalence are inadequate.

In the meantime, technological changes bring new and exotic threats to worker health—from the insidi-

Dr. Terry contributed a paper on this subject to the 1964-65 seminar sponsored by the Travelers Research Center, Inc., Hartford, Connecticut.

ous wastes of liquid oxygen fuel to the lasers and plasma torches that are finding increased application in industry. Some strains in the occupational climate have definite bearing on mental and emotional health. Pressing for attention, for example, are the health implications of noise, speed, work pressures, crowding, and others.

In this age of technology, close scrutiny of occupation exposures and development of worker protection are among the first requirements for maintaining a healthy environment.

The prevention of radiological health hazards is another one of the primary tasks confronting us. Among the things we do not know, are: (a) exactly how much radiation our population is being exposed to in the aggregate from various sources; (b) what the long-term effects of radiation are on man; and (c) how we can best protect ourselves from these effects.

We are continuing to monitor and to study whether there are any effects of fallout from testing nuclear devices. The limited test ban treaty of October 1963 was not only a significant step toward world peace; it substantially reduced a major threat to health. We are now free to make a larger effort toward the control of other sources of radioactivity. Among these are nuclear reactors used for power and production, medical and industrial X rays, and microwave ovens and lasers. At the present time, the greatest man-made source is X ray, which is estimated to contribute about one-half of all ionizing radiation exposure to the general population.

One of our activities is off-site monitoring at missile test sites. Our Radiation Alert Network of 74 stations throughout the nation serves as an early alert system by monitoring gross beta radioactivity in air. We also collect milk samples at 63 stations in all parts of the country for radionuclide analysis and estimate the total dietary intake of radionuclides in an institutional diet sampling now being carried on in every state.

There is no doubt that public health activity relating to radiation exposure of the public will continue to grow with increased application of electronic devices capable of emitting ionizing as well as nonionizing radiation, the use of radioisotopes, medical and dental X rays, and nuclear power reactors. Reduction and control of exposure will require a concerted effort in research, surveillance, and training, as well as in application and enforcement of the Radiation Control for Health and Safety Act of 1968.

The interrelationship between all these aspects of environmental health is complex. No less complicated is the relationship existing in public administration relating to environmental health. The difficulties encountered in developing urban sanitary facilities, for example, are not necessarily due to technical problems, nor even to financial obstacles. In many instances, failures may be traced to jurisdictional tangles, to gaps or overlaps or conflicts in environmental health responsibility.

The Public Health Service's Division of Environmental Engineering and Food Protection directly assists communities seeking practical, ecologically sound solutions to these problems.

Insects and rodents, for example, are no respecters of county lines. Furthermore, the recent outbreaks of mosquito-borne encephalitis show that existing measures are not always adequate to prevent disease.

In our sprawling and expanding metropolitan areas, urban planning cannot begin and end at the city boundary. Without coordinated planning, we will invade more farmland and bulldoze more forests to make room for housing developments, shopping centers, and industries. Sewage and refuse will be handled in whatever way seems easiest and cheapest at the moment.

Even our park areas—today visited by a growing number of people—compound the environmental health problem. Water supply, food protection, and waste disposal in parks and campgrounds affect thousands of tourists. And every year, more and more people are exposed to encephalitis, Rocky Mountain spotted fever, tick fever, and tularemia.

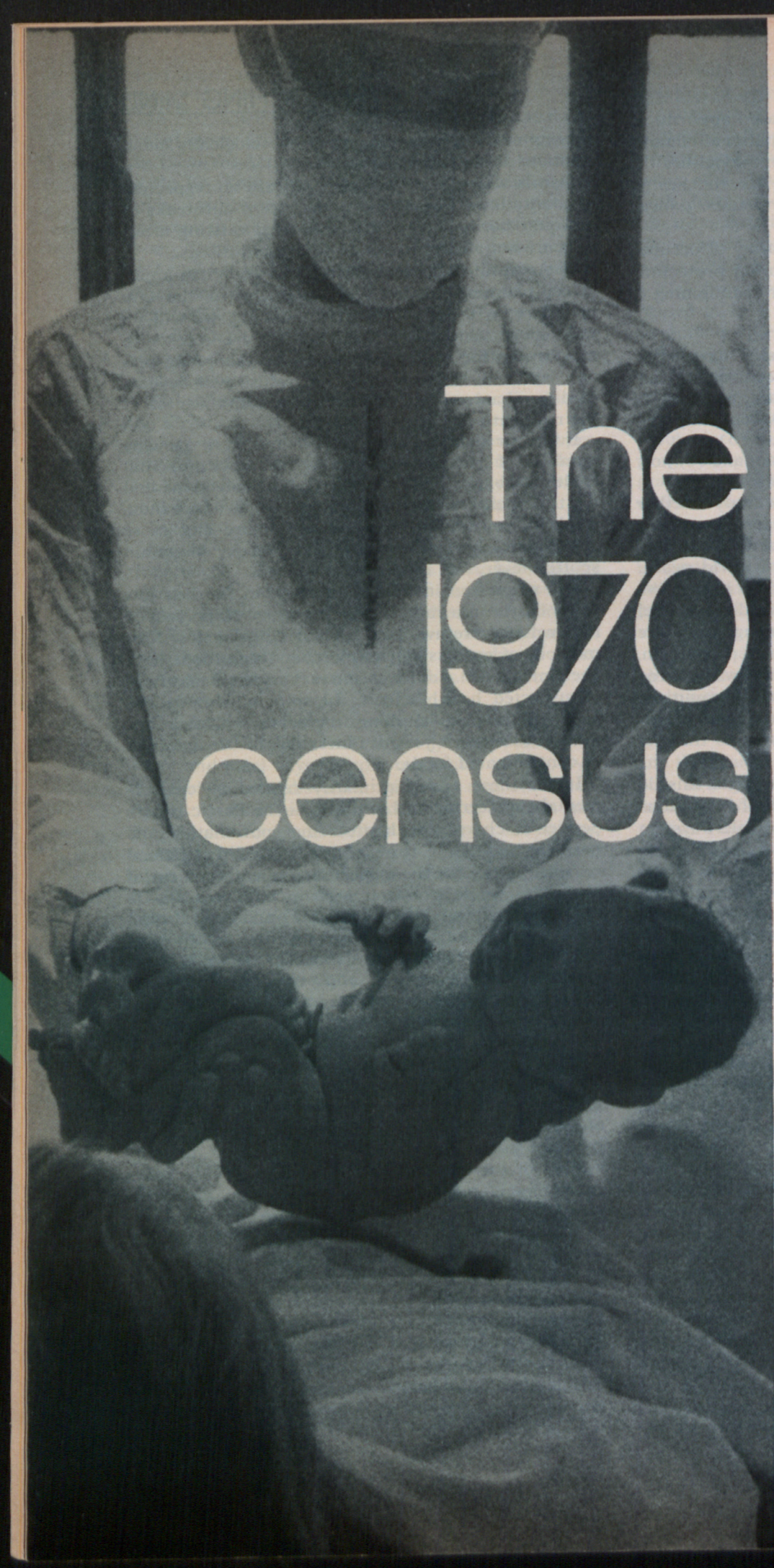
The revolution in food technology in the last few years has been a radical one. A variety of precooked frozen foods are available for our convenience. New methods of processing and merchandising foods have been introduced. Additives and preservatives may have unsuspected health effects. In spite of tremendous advances in food handling, there are still over one million cases each year of illness due to the ingestion of contaminated foods.

In all these areas—primarily related to environmental engineering and sanitation—the Public Health Service is charged with providing coordination and national leadership. It also has certain direct federal responsibilities for the inspection and enforcement of sanitation regulations in interstate commerce. Its Division of Environmental Engineering and Food Protection assists in long-range environmental health planning; prepares sanitation standards for milk, food, shellfish and food services; and provides consultation on individual water supply, sewage disposal, and other health problems.

Private scientific institutions have turned their attention to the environmental sciences and are making their own substantial contributions to the total fund of knowledge. Obviously, different techniques may be required to cope with the threats present in different sectors of the environment. But we regard the man-environment relationship as being "one and indivisible."

It is quite clear, I think, that maintaining a healthful environment today requires the coordinated effort of all levels of government, and all areas of science.

It has been said that the philosophies of one age become the absurdities of the next; and that the foolishness of yesterday becomes the wisdom of tomorrow. In the area of environmental health, tomorrow is already at hand—and fortunately we are beginning to acquire the wisdom to cope with some of the many complexities involved. □



The 1970 census

DOROTHY WHITSON, *information specialist, Bureau of the Census, U.S. Department of Commerce.*

☐ **The Nineteenth Decennial Census** of the United States will be different in its procedures from any previous ones ever taken in this or any other country: Each household will receive its questionnaire in the mail, and most will be asked to return theirs by mail. Each household will be asked to fill out its own questionnaire. Most questions will be answered in machine-readable code that can be fed into computers.

Traditionally, the taking of the census has always made news. As in the past, the Census Bureau will welcome this publicity. But because the methods to be used in taking Census '70 are new and because our urban-industrial society is so complex, the Bureau has organized an intensive educational campaign. Its purpose is to motivate millions of Americans (there are about 70 million households) to fill out their questionnaires and to instruct them how to do it correctly; to persuade those who have been asked to return theirs by mail (about 45 million heads of households) to do so; and to convince the American public of the importance and confidentiality of the census.

The Procedure

Wednesday, April 1, 1970, is Census Day, the day of the official count. A few days before, postmen will deliver a census questionnaire to each household. In the larger metropolitan areas, which contain about 60 percent of the U.S. population, each household will be asked to fill out its questionnaire and mail it back in the postage-free envelope provided.

Four in 5 will receive a form containing 7 questions relating to each individual in the household and 13 relating to the home. A 20 percent sample of all households, 1 in 5, will receive a longer form with these same questions plus additional ones about each individual in the household and about the dwelling.

In rural areas and small cities and towns, the questionnaires are to be filled out on April 1 and held until a census taker calls for them. At every fifth house, the census

taker will ask the additional sample questions.

The questionnaires used in the two-way-mail and the one-way-mail areas will be identical in content and format. They have been specially designed so that, when correctly filled out, the information can be "read" by FOSDIC, the Census Bureau's electronic device that scans microfilm copies of the forms and translates the data into code on magnetic computer tape.

FOSDIC, an acronym for Film Optical Sensing Device for Input to Computers, reads little black dots according to their positions on the FOSDIC form. It cannot read writing, printing, checks, or x's—only black dots; thus, answers to census questions must be designated by filling in tiny circles. Filling out a FOSDIC form will be much like taking a multiple choice test. You simply select the right answer from among several offered and fill in the tiny circle beside it. The Census Bureau asks that persons use ordinary black lead pencil in filling out the forms so that they can erase any mistakes they make.

Theoretically, each census questionnaire will be ready for machine reading as soon as it is filled out, so the time-consuming and costly steps required in previous censuses to transfer the data by hand to machine-readable form will be eliminated. But, in fact, some manual work will be necessary and will be done locally by trained census workers in the 393 temporary census offices that will be established throughout the country this month. These workers will review and edit the questionnaires from the two-way-mail areas for completeness and consistency and then telephone or make personal visits to households that have turned in unacceptable forms. They will also visit addresses from which no forms have been received.

Census '70 Methods Tested

Over the past two decades, the Census Bureau has been testing mail procedure methods in a variety of ways and places. In a test in metropolitan Louisville, Kentucky, 88 percent of the forms were filled out and returned; in one in Cleveland and another in New Haven, Connecticut, 80 percent were returned; and in Dane County, Wisconsin, which includes the City of Madison, more than 90 percent were filled out and returned by mail.

It was found in the various tests that a large proportion of the returned forms were immediately acceptable or could be made so through a telephone call. About two-thirds of the households that returned acceptable or almost acceptable forms did so within two days. Accordingly, the Census Bureau estimates that the number of census takers needed for 1970 can be substantially reduced below the 200,000 who would be required if procedures used in the 1960 census were repeated.

In all, about 160,000 census takers will be required. Approximately 75,000 will be hired to work in the rural areas and smaller urban communities where the conventional house-to-house canvass method will be used. The remaining 85,000 will be hired to work in the metropolitan areas, but they are expected to spend most of their time in checking and editing census forms and telephoning homes from which unacceptable forms have been received. Less than half their time will be spent in visiting homes from which no forms were returned.

Because most of the census forms will be returned by mail, the Bureau will be able to concentrate on those areas where people fail to return their census forms or are unable to fill them out. The completeness and accuracy of the census will depend not so much upon the initial response by mail as upon the intensive follow-up by trained census workers.

Census '70 Publicity

The success of the mail system depends in large part on the degree of public cooperation, and that, in turn, depends upon a well-planned and carefully implemented publicity or educational program.

As a public service, a leading advertising agency, working through the Advertising Council, is coordinating the publicity program for this census. This agency has written commercials for television and radio (built around the Census '70 theme: We can't know where we're going if we don't know where we are), designed car cards for buses, and prepared display ads for newspapers and magazines. The Census Bureau itself will issue news items and feature stories to the national wire services and foreign language newspapers and will supply two short films about Census '70 to television stations across the country.

Supplementing this national publicity, each of the district offices will issue news releases and spot announcements. Initially, these will be appeals to local people to apply for jobs as census workers. Later, the messages will remind householders to fill out their questionnaires and mail them or hold them for a census taker, as the case may be for a particular area.

Much of the Census Bureau's efforts in planning Census '70 publicity has been directed toward reaching people living in the inner core of big cities—Negroes, Puerto Ricans, Mexican-Americans.

In its test censuses, the Bureau found that ability and willingness to fill out the census form were correlated with educational attainment. In neighborhoods where educational attainment was below 9 years (the national median is 12 years), only one-third to one-half of the forms were returned by mail. Follow-up interviews with people who did not return their forms revealed that they failed to do so for several reasons: apathy; fear of anyone's "going around taking names"; indifference to anything outside their immediate, personal needs; and lack of knowledge and understanding of the census.

The Bureau turned to sociologists, community development workers, and minority group leaders for suggestions on how to reach inner-city people in the enumeration. These experts advised that the only effective means of gaining the confidence and cooperation of these citizens would be to have their own people endorse the census. Several approaches were tried in the most recent test censuses, and, from these, evolved the methods to be used in Census '70.

Special literature has been prepared for distribution in the Negro communities and among Spanish-speaking Americans. Special radio commercials have been prepared in the idiom used by Negro soul stations and in Spanish for stations with programs in that language. In addition, the Bureau has organized a staff of persons to work with local leaders in the inner city to help them convince their people that being counted in the census cannot harm them, that a complete count can only benefit them.

Test censuses have shown that a child's knowledge of the census was an important factor in helping the parents to understand the census and to enlist their cooperation. In many households, especially where parents had little education or did not read English, it was the older child, perhaps a junior or senior high school student, who was able to fill out the census form because he had learned how in school.

So, the Bureau has obtained the cooperation of school systems in the larger cities to distribute a census flyer to each pupil. The flyer contains an exercise in answering a census question and a message to parents, reminding them that they are to fill out their forms on April 1.

But inner-city school children aren't the only ones who should have access to information about Census '70. Most nationally circulated school magazines and papers going to elementary and high school pupils and teachers will carry a census story in a spring issue. The Bureau has furnished the major companies who publish school newspapers and magazines with basic census information.

At the college level, the Bureau is seeking the help of college officials by suggesting that they encourage their undergraduate and graduate students—especially those majoring in the social sciences—to apply for positions as census takers and that college credit be given for the work. By visiting households and interviewing people, students can see for themselves what lies behind our country's social and economic statistics.

Education and Census Statistics

Almost every question in the census provides statistics used either directly or indirectly by educators. The question on school or college enrollment (asked of 15 percent of the households), for example, provides enrollment rates and a basis for analyzing the characteristics of dropouts and information essential for planning educational programs and assessing educational conditions in specific geographic areas and among different groups of people.

A new question in Census '70 will inquire of 5 percent of the households about any vocational training completed by members. Federal, state, and local government agencies need this information to assist in locating new vocational training facilities and in assessing the potential market for various training programs. A comparison of the incomes and work experiences of persons with and without vocational training, for specific occupations, will provide a rough measure of the financial return from an investment in vocational training.

Statistics on almost every item in the census are tabulated by education (as well as age, color, and sex) because these cross-classifications indicate relationships between successful completion of various levels of schooling and eventual success in other types of life adjustment.

Census data play an important role in local, state, and federal programs and laws that regulate or affect the educational community. In late 1961, for example, when detailed statistics on population characteristics from the 1960 census began to become available, administrators of Baltimore's public school system used them to find the target areas for their Early School Admissions Project. [See "Early School Admissions — A Baltimore Best Seller" in the November 1969 JOURNAL.]

Using census tract data on income, housing, and occupation, the research study pinpointed the areas where there was a high concentration of people with low incomes, dilapidated housing, and unskilled jobs. Then, school officials were able to locate the schools nearest these areas and to select a number of children from underprivileged families to give them a head start in their education.

The program got under way at the beginning of the fall term in 1963 with 60 preschool children enrolled in two schools. And now, beginning with the 1969 fall term, 920 four-year-olds are enrolled in 22 schools.

In some areas of Florida, population is used in setting the number of school board meetings as well as the salaries of board members and school superintendents. A Minne-

(*Continued on page* 71)

SPECIAL FEATURE

INSTRUCTIONAL TELEVISION

□ **Today's youngsters have never known a world with**out television. It has been as much a part of their environment as the automobile, the airplane, smog, or the refrigerator. By the time he goes to school, the average youngster has already watched 4,000 hours of television. Recent studies show that this fascination continues through the elementary grades and sometimes beyond. Children can and do learn from television. As natural citizens of the electronic age, they respond to visual and auditory stimulation in ways they do not respond to print. Television is a **now** medium that captures their imagination.

Today's teachers cannot afford to ignore the tools of the electronic age if they hope to communicate effectively with the younger generation who look upon television, radio, and film as their own special tools of communication. Television, as the most pervasive and powerful of the modern instructional tools available to both teachers and learners, opens up many promising and exciting opportunities for learning in the classroom.

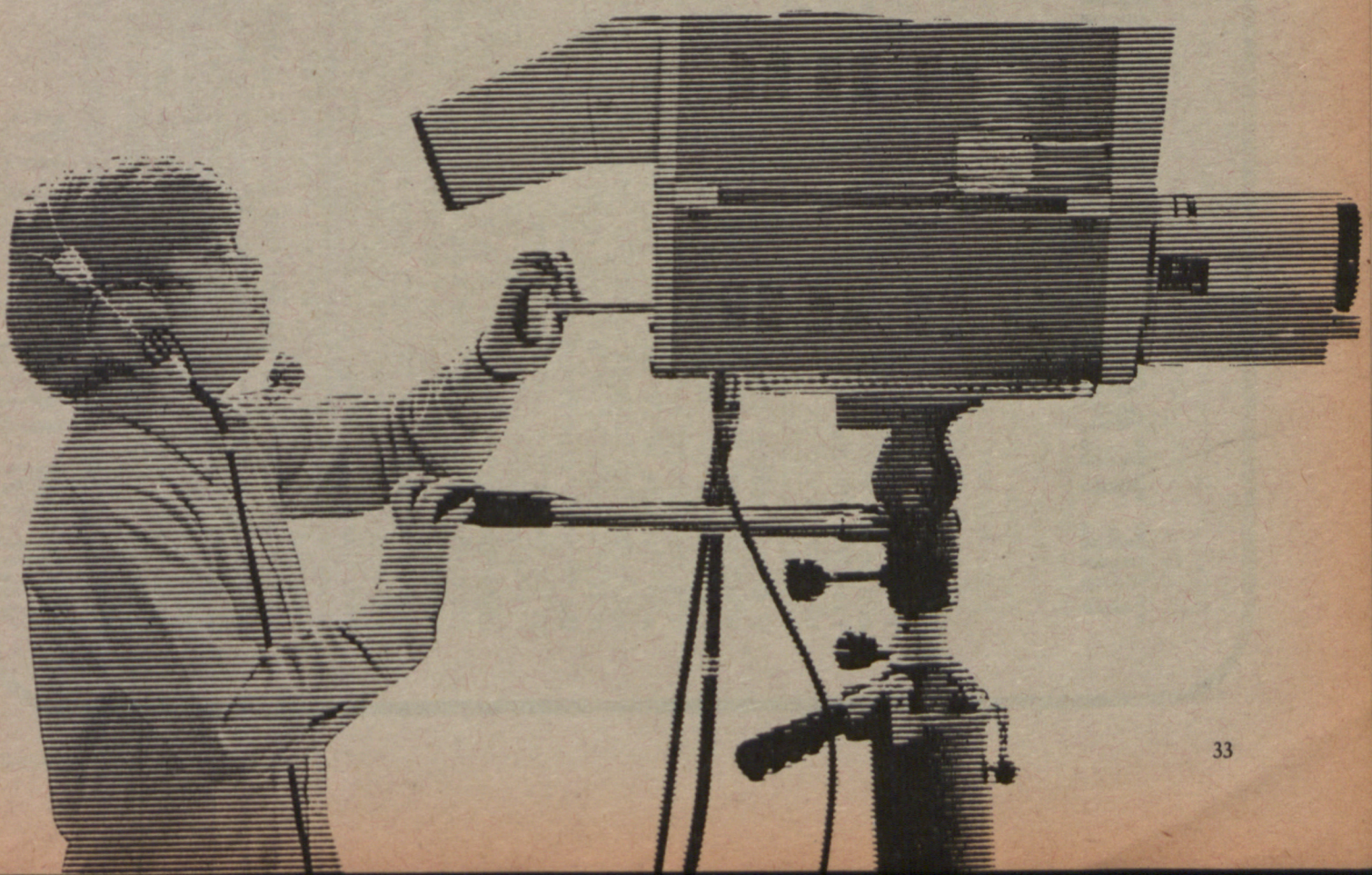
In too many instances the promise of television still remains unfulfilled because teachers have not harnessed it—in the same way they have harnessed books—as a serious partner in their instructional endeavors. This situation is changing, and, increasingly, teachers are recognizing the fact that television is not merely a means of transmitting conventional teaching but is a dynamic medium in its own right.

Today's classroom television is many things. It is a teacher on camera teaching students directly. It is a resource person who, via television, can visit many schools at once. It is a demonstration magnifier giving everyone a front-row seat. It is an instructional film distributed to classrooms via television. It is a classroom observation lesson in which student teachers watch good experienced teachers at work. It is a teacher learning a new technique or process from a televised in-service education program. It is a teacher using videotape for self-evaluation and appraisal of his own teaching.

It is a group of students using television or videotape to produce their own messages and tell their own story. It is a student in a study carrel viewing a television monitor that, at the touch of a button, serves as a display device for data, for short, single-concept film vignettes, for micro-form and for videotapes.

All of these strictly in-school uses of television make up what is known as ITV (instructional television). There is no one best way to use the medium; the creative teacher will find many approaches.

This special feature highlights some ways in which teachers are using ITV, ways which seem to hold special promise for the schools of the seventies. □



THE TEACHER'S ROLE IN ITV

WANDA B. MITCHELL, director of Title III Project for the Preparation of Mediated Self-Instructional Materials for Dial Access, Evanston (Illinois) Township High School; formerly teacher of high school speech.

□ **Only a teacher completely out of touch with the world in** which students live would fail to see that television has changed the teacher's role. Today television is everywhere—and wherever it is, the students and their families and their friends are there also. Because of TV, boys and girls start kindergarten with a vocabulary that includes words like "detergent," with an awareness of a manner of life in no way resembling their own, and with the vicarious experiences of an adult world instantly available at the switch of a television channel.

This conditioning of students requires a new role for the classroom teacher. No longer is he a "classroom" teacher; that's too confining. No longer is he a dispenser of information; there's too much of it. No longer can students wait for teacher to tell everything; there are too many more efficient ways to acquire knowledge. No longer will old methods bring the desired results, even though, as George E. Moore said, "There is strong probability in favor of adherence to an existing custom, even if it be a bad one."

This new role is as personal, as exciting, as intellectually demanding as anything the teacher did before he had television to assist with instruction. If objectives toward which he is striving are directly related to the education of boys and girls, the results will more than compensate for any sacrifice of ego, adulation, and applause by a class responding to his performance.

Now he diagnoses problems, prescribes activities for individual needs, and devotes his attention to the learning activities of individual students rather than to the collecting of information. He directs students to an analysis of their own attitudes and self-images as they view and discuss "One Nation, Indivisible?" He inspires a nonverbal youth to express his frustrations in verse with the assistance of Bruce Cutler and Pulitzer Prize-winning poet, Gwendolyn Brooks, in "Approaching Poetry." He motivates a bright underachiever to view Bernard Harleston's "Principles of Behavior" and then to compare his test results with the men on the Polaris submarine. He develops an awareness of "African Folklore" as students view this dramatic presentation by actress Vinie Burrows. He replaces superficial book reports with Robert Cromie's "Book Beat."

In each of these TV presentations, he can provide his students with the distillation of weeks of careful research, skillful production, artistic visual representation—the kind of product even the best teacher cannot achieve between grading papers, serving on curriculum committees, and teaching 150 teen-agers.

Even more specifically, on closed-circuit television the teacher can arrange a learning environment where students become actively involved in experiences that change behavior. The videotaping of a dramatic performance for evaluation and study, the taping of a gymnast on the parallel bars for self-criticism, the televising of a principal-student council discussion in preference to a potentially volatile open session—each in its own way uses television to instruct. In fact, TV can be so inextricably woven into the strategy of instruction that it is not surprising to hear a student facetiously remark, "When we have a fire drill, the freshmen watch it on closed-circuit television."

Television is such a force in contemporary society that it seems inconceivable that those entrusted with the responsibility of preparing students to face the critical issues of today would omit from their instructional materials all that can be brought to them by instructional television. Nathan Pusey, president of Harvard, explains the task thus: "Education begins to do its full work only when the materials of learning, ably and imaginatively presented, penetrate into the marrow of the learner and set up there a process of desiring that will not be stilled." □

ITV IN THE GHETTO

RICHARD J. MEYER, director, School Television Service, WNDT, New York City.

□ **A group of three-, four-, and five-year-olds are playing in a** former garage which now houses the Bedford-Stuyvesant Community Center. Their teachers have provided them with a variety of wagons, old tires, roller skates, and tricycles. The youngsters are wheeling the vehicles and tires around the large room in whose center a television receiver is warming up.

After 5 or 10 minutes, the youngsters put down their rolling stock and sit in front of the receiver to watch a program about wheels on "Roundabout," presented on the School Television Service of Channel 13/WNDT.

Afterward, the children look out of the window and begin to discuss the many vehicles that pass Atlantic Avenue in Brooklyn and the different forces that turn the variety of wheels. The day-care center instructors, using an outline in the School Television Service teachers' manual, guide the discussion.

"Roundabout" was a television series developed especially for viewing by three- to five-year-old children living in the inner city. Scenes like the one described above took place in hundreds of kindergarten and preschool centers last year in the New York metropolitan area. The programs were produced by WETA in Washington, DC, in cooperation with the United Planning Organization and the public schools of the District of Columbia.

On the secondary level this season, the School Television Service of Channel 13/WNDT presents for the inner-city schools an entire curriculum in black studies, featuring these series: "African Anthology," which attempts to open the door to a vast new world of literature and provides the opportunity for pupils to gain insights into the human condition; "Americans from Africa," which tells the story of the black American by emphasizing the historical role of the American Negro generally omitted from textbooks; "History of the Negro People," which provides information concerning the role of the black man in western civilization (Actor Ossie Davis hosts the NET produced series, which includes panel discussions, taped interviews, documentary film reports, and dramatic presentations); "One Nation, Indivisible?" which explores racial tension and conflict in America. In addition, the School Television Service shows a series of films entitled "Young Filmmakers," in which young people of diverse backgrounds comment forcibly on their life as they live it and see it. The films are written, directed, acted, and photographed by the teen-agers themselves.

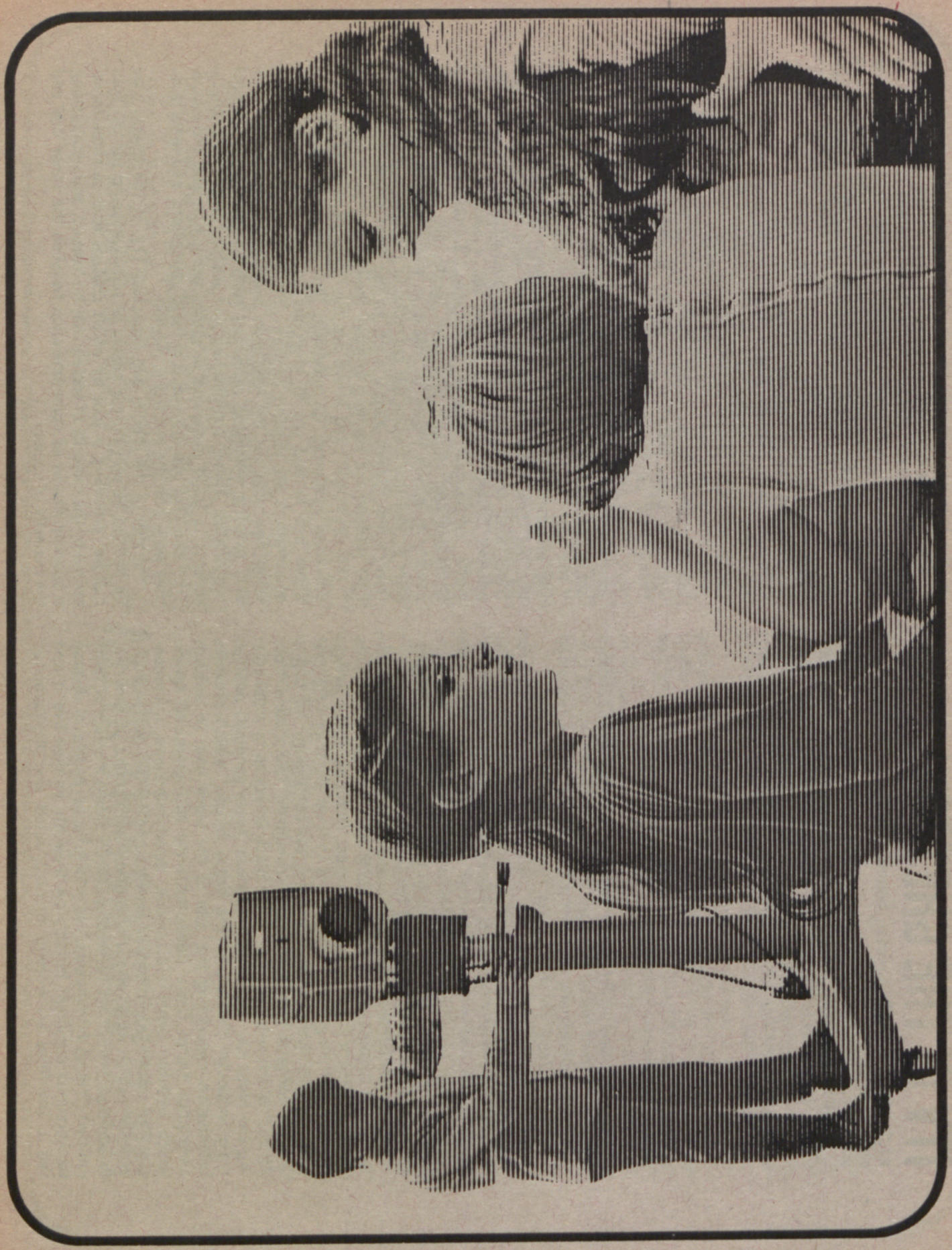
When youngsters are involved in the actual production of programs, instructional TV helps to ameliorate racial tensions in the schools and imparts basic knowledge to prepare young people to take their place in an integrated society. The Young Filmmakers in New York, the Oxford Street Gang in Philadelphia, and various other teen-age film groups have enabled school dropouts to learn to communicate not only with their peers, but with the rest of society as well.

In Cleveland, Project Peace Skill Center, designed to train hard-core unemployables with television, found that as the students produced programs, they learned the content of the subjects which they were videotaping. In Wyandanch, New York, a black community on Long Island, a closed-circuit television system is being installed that will be operated by the students themselves. Several other ghetto schools, building on the National Film Board of Canada's experiment in a Montreal elementary school where youngsters filmed their own curriculum, are contemplating the use of videotape.

Not only is it important for school children in the inner city to experiment with film and videotape for their own learning, but their tapes can be exchanged with affluent school districts that are engaged in similar productions. For example, affluent Beverly Hills High School and a secondary school in Watts exchanged student videotapes. Experiments between Scarsdale and Harlem also were conducted. Some local anti-poverty agencies began to invest in television equipment for after school use before the cutbacks in the Office of Economic Opportunity. Street gangs, such as the Real Great Society in East Harlem, are learning to make their own productions.

The examples cited above are miniscule compared with the unlimited resources of television, film, and radio for instructional use in and out of inner-city schools. Urban utilization coordinators are needed to work with inner-city schools to develop new uses for the television medium, as well as to work with existing television resources such as open-circuit school broadcasts. These coordinators can assist teachers in ghetto schools to build in-service programs using film and videotape. They can also use videotape to build youngsters' self-images as they work with the electronic medium.

The role of the media, and especially ITV, in the ghetto may be defined as providing a means of self-expression for the subculture, providing a tool by which content and curriculum required by the majority of society may be learned, and establishing a two-way means of communication between the inner city and the majority of society. □



ITV TURNS STUDENTS ON

HERBERT M. JUNG, vice-principal, Conwell Middle Magnet School, Philadelphia.

□ **It is 9 A.M. at the Conwell Middle Magnet School in Philadelphia.** In every team and lab area, all eyes are focused on television sets, ready to view the daily morning telecast over the school's closed-circuit television station, CMMS-TV.

The program progresses through the news announcements, the day's cafeteria menu, a sports editorial, the Learning Lab News, a commercial advertising items in the school store, and, as a special feature, an interview with a teacher newly assigned to the school. The weather report, complete with a weather map, is last on the agenda.

If one had been present in the television studio during the telecast, he would have seen students filling such essential off-camera roles as those of director, audio-engineer, lighting technician, videotape recorder engineer, and cameraman. The TV assistant, the staff member who supervises the operations, would have been in the midst of all this activity.

After the telecast, the entire TV staff viewed a videotape of the telecast, and the TV assistant led a discussion of the good and weak points of the presentation.

The telecasts are an integral part of the school's instructional program and are viewed daily by everyone—students, teachers, and administrators. Television sets are located in all team areas, labs, and the instructional materials center so that pupils and staff members can conveniently get to a set at 9 A.M. In essence, the telecast officially opens the school day.

Closed-circuit television plays an important role in Conwell's instructional program. A course titled **TV Production** is an elective offering, open to all pupils who indicate an interest in this field. The course in TV production is divided roughly into two general areas, technical and program content. Two staff members assume the responsibility for these areas. The TV assistant trains the students and organizes various crews to operate the equipment and handle the technical aspects of the telecasts. She supervises and guides all telecasts and participates in the critiques that follow the live telecasts.

Another teacher works with students on program content. He meets with the student director-producer and a staff of announcers and newscasters to plan the programs and to train the youngsters in TV performing techniques. He also participates in the critiques of replays on videotape. The student director-producer and her staff determine to a large extent the program content. The TV assistant and the teacher serve primarily in an advisory capacity. Suggestions for future programs are solicited from the administration, staff members, and student body.

Many positive changes have occurred in students because of their involvement with the closed-circuit television installation. In some instances, a pupil has improved his behavior and/or his personal appearance in order to be qualified to perform on television or to operate the equipment. Still others were motivated to read because they became intrigued by the telecasts and wanted to learn as much as possible about television.

A boy I will call Robert provides a dramatic example of what becoming involved in TV can mean to a youngster. Although Robert's IQ scores indicated that he had average intelligence, he had made little or no progress academically. On the recommendation of a school-district psychiatrist, he was dropped from school as being "too disturbed to benefit from a school situation."

Robert remained at home for six months and then was reinstated and assigned to Conwell. At first, he continued to follow the same patterns he had established in elementary school. He was reading at a 1.5 level and was not achieving academically. His attendance was irregular and his behavior unsatisfactory until he became interested in the TV studio. Even though he was not scheduled for it, he began to spend as much time as he could there.

Spotting this as the key to reaching Robert, Mildred Wilson, the principal, revised his program so that he could become a member of the TV production staff.

Robert threw himself into this activity with such fervor that, after a brief period of training by the TV assistant, he became adept at handling and operating all the technical equipment. His behavior, appearance, and attendance improved. He continued to dislike reading, however, and shunned all attempts to help him until he found that he was not able to read materials that would help him learn more about TV. At this point, he asked for help and was assigned to the Learning Lab for intensive remedial reading instruction. The materials used were TV trade magazines and TV manuals. Through hard work, Robert was able to raise himself to a 3.2 reading level.

Robert graduated from Conwell last June. He now attends an electronics school and hopes to become a television technician someday.

Closed-circuit television has provided us at Conwell with another tool in our program of individualizing instruction to fit the pupil's needs. It has "turned pupils on," and we think it's great. □

PRESERVICE MICRO-TEACHING

DAVID B. YOUNG, assistant coordinator of laboratory experiences, assistant professor of secondary education, College of Education, University of Maryland, College Park.

□ **"I seem to lean to one side when I am talking. I also noticed** that I am constantly shaking the chalk in my hand. Do I always talk that fast?" A student teacher, viewing himself for the first time on videotape, is replying to a query by his supervising teacher.

The supervising teacher responds: "You will notice certain things that you do, and they may seem strange because you have never seen yourself from this perspective before. This is not a mirror image; this is the way others see you every day. Do you want to make any observations about your teaching, per se? What went particularly well for you?"

The student teacher replies, "I was able to get over the material that I had intended to cover. The students were attentive. They seemed to get the main points I was making, but I'm not too sure, because they appeared hesitant to ask questions. They just didn't seem to want to talk."

The supervisor says, "Let's look at part of the tape again." They do and the student teacher notices that sometimes he is cutting students off or not waiting for responses.

The conference that we have observed follows the student teacher's teaching a five-minute lesson to a group of five students. The students have been brought together outside their ongoing program to construct this teaching-learning situation. They are representative of the students this teacher will teach in the full-scale classroom. Immediately following the conference, the student teacher will reteach the same lesson to another group of students, practicing a specific teaching skill that was identified during the conference. Another conference will follow the reteach session. Both teaching sessions are videotaped.

Actually in this setting the student teacher is a learner, and the supervising teacher and his fellow student teachers work inductively with him. As is desirable in classroom teaching, there is a focus for learning—in this case, the way the teacher was responding to pupils.

Those involved in the conference discuss and develop a set of alternative ways a teacher might respond to pupils to elicit and encourage their responses in a discussion and then review the tape again, observing with the student teacher when and how he has used the various alternatives and how they have affected student responses.

At the end of the conference, the student teacher is asked to give a somewhat detailed description of what he intends to practice during his reteach session. The supervising teacher simulates several student responses to provide him practice with several different response patterns before teaching.

Micro-teaching gives the inexperienced teacher the chance to become gradually involved in the complexities of teaching. Concern is often expressed about the "risk" to pupil learning with a novice. Micro-teaching allows the beginner to learn a repertory of basic teaching skills in a real teaching-learning situation, and in a less traumatic setting—one in which he can examine not only his teaching skills but how he relates to children.

Micro-teaching is now part of numerous training programs for interns and student teachers. The concept was originally developed at Stanford University as a preinternship experience.

Currently, interns at Johns Hopkins University participate in micro-teaching on an individually prescribed basis. Based on a "diagnostic" teaching performance, a series of micro-teaching sessions are arranged. The skill to be practiced in each teaching episode is determined by the analysis of the previous one. The micro-teaching sessions are held in nearby private and public schools. This lessens the problem of obtaining pupils and enables interns to become more familiar with the school environment.

At the University of Maryland, student teachers are assigned to departments or teams of teachers in a center to receive an integrated and individualized sequence of experiences. During the junior year, student teachers learn to use one or two basic teaching skills in a micro-teaching sequence conducted by the center coordinator and/or teachers.

In conjunction with some methods courses on campus, micro-teaching is utilized to give student teachers a preliminary experience in teaching.

In a pilot program in teacher education centers, student teaching and methods courses have been integrated into a full-semester experience. Micro-teaching has become a part of this experience. The instructional team consists of teachers from the center, professors from the university, county school resource and supervisory personnel, and student teachers. After discussing the relationship of a given teaching skill to learning and identifying specific behaviors relevant to the skill, student teachers engage in micro-teaching experiences. During the semester different teaching skills are identified and practiced. After each experience, the student teacher tries to integrate his new skill into his teaching style in a classroom setting. □

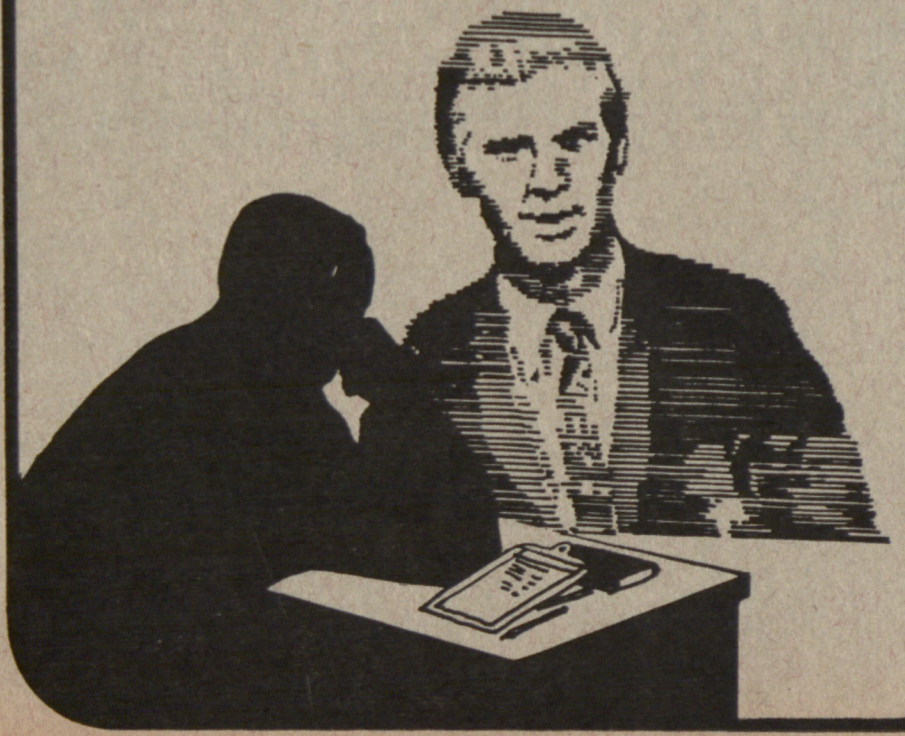
Dr. Young has been a secondary school teacher and principal.

THE VIDEOTAPE FOR SELF-EVALUATION

GENE MUELLER, instructor, history and education, Lewis-Clark Normal School, Lewiston, Idaho.

□ **I believe that it is absolutely necessary for teachers to engage** in the process of self-evaluation. The videotape, if available, is an excellent tool in aiding the teacher, particularly if fellow teachers, preferably from the same department, are involved in observing and discussing the tape. An important result of such a process is that teachers no longer fear being evaluated. One or two, even three, visits by a principal put the teacher on edge. However, with an evaluative process that includes the teacher, his fellow-teachers, and the principal (when possible), nervousness rapidly diminishes. This is especially true if the process occurs throughout the year.

To emphasize the necessity of such evaluation, I will cite a personal example. During autumn, 1968, I videotaped two senior social studies classes. In both classes, I attempted to stimulate discussion about a film on Red China the class had seen recently. At the time, I felt uneasy about the first class and satisfied with the second.



That afternoon, I watched the videotape and saw several things I wasn't too pleased with. For instance, I didn't react enthusiastically to the students' answers; I let some generalizations slip by that should have been explained or researched; my own appearance could have been improved; some questions remained unanswered. Despite these defects, I did see several things that comforted me: There was considerable student interaction in one class; the questions followed a definite pattern; the students gained an understanding of Red China; the class explored several points and agreed to pursue them in greater detail at a later date.

At my request, the principal and a fellow teacher viewed the videotape the following day. I gave them a guide sheet that contained several items I wished them to look for so we could discuss them later. They offered suggestions for improving my method of questioning, for creating enthusiasm, and for involving more students. They praised me for the interaction of ideas and apparent accomplishment of objectives. We discussed several teaching strategies and techniques. Afterwards, I felt excited and pleased with the process and this increased my self-confidence and my desire to improve.

I intend to continue this process throughout the year. For the first time in my teaching career, I feel like a professional person. Evaluation has not only aided me in the classroom, but has also stimulated me to research various teaching strategies, to plan carefully, and to review my objectives. It is no longer a once-a-year ordeal but a continuous exercise for growth and learning.

And it doesn't end there! I no longer have any fears about evaluation. On the contrary, I look forward to it. I am now able to look "inside" my teaching methods, to ascertain whether or not my strategies are consistent with my objectives. Also, the professional opinions of the principal and teaching colleagues, in many cases expressions of admiration, have added to my self-confidence and self-respect. □

VIDEOTAPE RECORDING

EDWARD H. ANDERSON, principal, William Howard Taft Junior High School, San Diego.

□ **My lingering doubts about videotape recording disappeared** the night of our first PTA meeting.

Beside me in the front row of the audience sat a member of the board of education. In front of us on the stage, two television sets flanked the large auditorium movie screen. The lights dimmed and my face appeared on the television sets. "Tonight we will introduce our staff," said the face on the screen. "Unfortunately, you people in the back row will have trouble seeing the small pictures on the TV sets so we will show you a big picture." At that moment a colored slide was flashed onto the movie screen. In contrast to the picture on the TV sets, this one seemed huge.

The show continued. On the television screens, the vice-principals and I explained the big pictures that flooded the movie screen.

The effect was magical. When the colored slide came on, the audience gasped as though they were seeing the Grand Canyon for the first time.

Our videotaped program had been produced the day before by students and teachers—on portable equipment in a standard classroom. The vice-principals and I sat at a table viewing the slides projected on a wall in front of us. As we narrated the slides, the TV camera recorded our performance.

Getting started in videotape recording is as easy as purchasing ready-to-wear, though a bit more expensive. Self-contained videotape recording (VTR) units are available with camera, recorder, and viewing monitor in one package. A teacher who has no more technical skill than that required to operate a regular (audio) tape recorder can manage some simple and effective uses of the equipment.

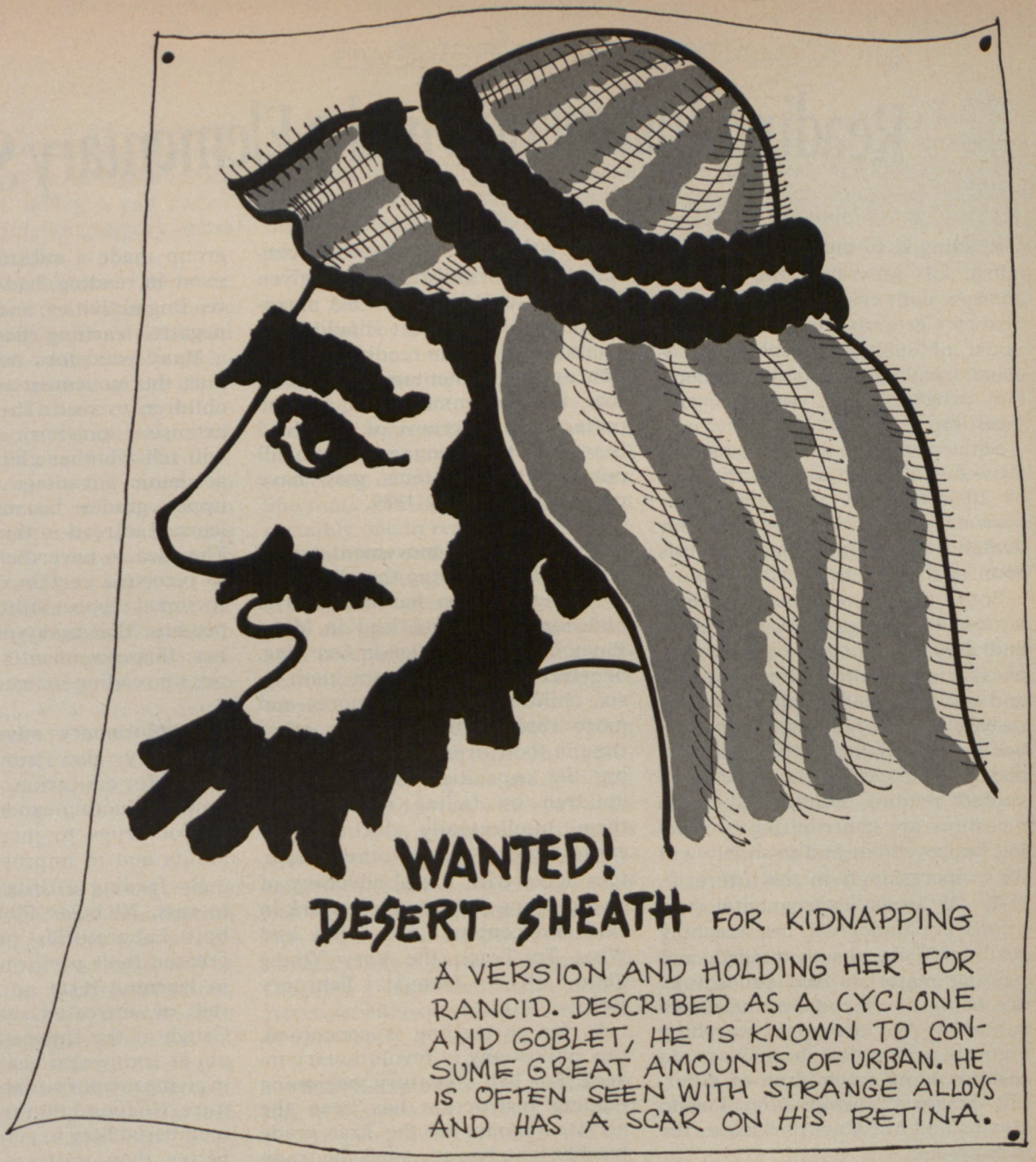
Hasn't every teacher at some time wished to replay a television program for his class? Recording a televised program (off-air recording) is hardly more difficult than tuning the TV set. And the videotape that results puts the program on tap for convenient use. Self-portraits are only a trifle more difficult than off-air recording.

Watching oneself on television is fascinating, revealing, sometimes shocking, and usually helpful. The progression from self-portrait to classroom use is a short one. Drama and speech classes present natural situations for recording. Sight, sound, and motion are captured on tape for instant review. And every viewer can have a front-row seat. A front-row seat can be especially important for shop safety lectures.

Shop teachers have produced videotaped safety programs for replay at the beginning of each semester. Examples of good practice, detailed close-ups of machine operations, and other aspects of safety are described and displayed. Of course, good safety films are available from outside sources, but from the student's point of view, to see and hear one's own teacher in one's own shop using familiar equipment makes all the difference. Scores on safety tests have risen to near perfection. Additional bonuses are that the teacher is spared the boredom of repeating the same lecture every hour, every semester, and the production of the videotape brings out the creative talent of teacher and students. This is contemporary communication.

Technical problems, lack of funds, resistance to change, and careless accidents burdened me with doubt and apprehension, but every doubt was resolved in that first PTA meeting this year. Nothing equals television in presenting the real picture. Television is here to stay—in schools. □

PUZZLERS FROM CORRECTIVE READING


WANTED!
DESERT SHEATH FOR KIDNAPPING
A VERSION AND HOLDING HER FOR RANCID. DESCRIBED AS A CYCLONE AND GOBLET, HE IS KNOWN TO CONSUME GREAT AMOUNTS OF URBAN. HE IS OFTEN SEEN WITH STRANGE ALLOYS AND HAS A SCAR ON HIS RETINA.

☐ **Before you begin intensive work in comprehension** in corrective reading or in effective reading, make sure your students have an adequate vocabulary for the level at which you are working. When students come across new words with which they are not visually familiar, many of them give definitions of words they know that are similar in sound. Here are some words that confuse our students. Can you guess in each instance what word the student was actually thinking of?

rancid—"what you pay when you are kidnapped"
cyclone—"a big giant with one eye"
partial—"a package like in partial post"
omission—"what you pay to get into the movies"
pout—"what a mother kangaroo keeps her babies in"
alloy—"a friendly country during a war"
pulpit—"a poor person"; "what paper is made of"
goblet—"a monster that comes out on Halloween"
retina—"your rear end"
brawl—"what a woman wears"
excavation—"mark at the end of a sentence"
barbarian—"littie balls in a skate wheel"
otter—"what a cow has"
parasol—"something used to cut down trees"
sheath—"a desert man"
urban—"a kind of booze"
version—"a young girl that isn't married"
mace—"a pot for flowers"

—DONALD B. HOFLER, *former corrective reading instructor, Middle River Junior High School, Baltimore County, Maryland; now associate professor of reading, Community College of Baltimore.*

NILA BANTON SMITH REVIEWS

Reading Instruction in the Elementary School

☐ **Reading is so much a part of the** fabric of American life that it changes with crucial epochs in our history. Certainly we are now in the midst of such an epoch, and, as usual, reading instruction reflects our progress, our concerns, our intuitions.

Some of today's deepest concerns grow out of the desire on the part of all Americans to realize their personal identity and out of their demand for a fair share of this country's blessings.

Some milestone education legislation has resulted from this desire and demand. We have placed emphasis on teaching illiterate youth and adults to read; made grants for research in reading; provided books and supplies to some schools; and, in some cases, equipped and staffed reading clinics. All these measures are contributing to reading improvement and probably will do so increasingly in the future.

At all levels, experimental programs are under way for teaching reading to the disadvantaged, and reading materials and procedures are being developed for the disadvantaged. We are also searching vigorously for the best ways to teach reading to children of different language groups—the Puerto Ricans and Mexican-Americans, the Japanese.

A working relationship between teachers and parents is important in teaching disadvantaged students. Several studies made in depressed areas have shown that when teachers work closely with parents, reading improves. Though we still have a lot to accomplish in school-community relationships, some school systems are doing interesting things in this area.

Public education for increasing numbers of preschoolers is another outgrowth of society's rising concern that each child should be given the opportunity to reach his potential. This development should have a salutary effect on reading instruction at the elementary level. Now that the government has set the pattern for programs of the Head Start variety for young children, all public school systems may have nursery schools by 1980.

Along with this movement, a new philosophy regarding the education of young children has arisen. The philosophy is dramatized in Maya Pines' book, *Revolution in Learning*, in which she says, "From birth to six, children can learn more—and more rapidly—than at any other time in their lives. . . . We are wasting the capacities of millions of children by failing to stimulate them intellectually during their earliest years." Many other educators agree with Pines' advocacy of giving young children more work in skill and content. [See "How and What To Teach the Very Young Child," NEA JOURNAL, February 1968.]

As far as reading is concerned, this philosophy is revolutionary indeed. For half a century, beginning reading instruction has been the private domain of the first grade teacher who has accepted the traditional view that children must have reached the magic age of six before it is safe to teach them to read.

Early instruction in reading was considered harmful to the young child's eyes and likely to develop in him a distaste for reading or to cause emotional difficulties. Several recent studies indicate that these ill effects do not ensue. Neil Harvey, for instance, conducted a highly structured and coordinated television teaching program with three-year-olds. At the outset and at the end of the experiment both a control and an experimental group were tested. Members of the latter group made a substantial achievement in reading, had enjoyed their reading activities, and displayed no negative learning effects.

Many educators do not yet support the movement to teach young children to read. They await more extensive long-term research that will tell whether children show an academic advantage in middle or upper grades because of having learned to read in their early years. The idea is nevertheless beginning to receive a certain degree of professional respectability. If it has the promise that many people think it has, this movement should help to rev up reading instruction.

Revolutionary advances in bio-chemistry also promise exciting things for education. Scientists are now conducting experiments in the use of drugs to increase learning ability and to improve memory.

By feeding a drug called *Cylert* to rats, Nicholas Plotnikoff of Abbott Laboratories in Chicago increased their performance capacity in learning tests up to five times that of untreated rats. James McGaugh at the University of California at Irvine also has experimented in giving memory-enhancing drugs to mice. He found that treated mice remembered how to get out of a maze better than untreated mice. [See "Learning and Memory" by James L. McGaugh in the April 1968 JOURNAL and "Frontiers of Medicine" by Donald G. Cooley, TODAY'S EDUCATION, December 1968.] G. Ungar of Baylor University College of Medicine in Houston experimented with memory transfer by injection. He took brain matter from trained rats and injected it into untrained mice, and contends that the results prove that learning can be transferred. [See "Chemical Transfer of Learning?" an interview with Dr. Ungar, February 1969 issue of TODAY'S EDUCATION.]

Possibly in the future, in certain

Dr. Smith spoke at greater length on this topic before the American Association of School Administrators in February 1969. She is Distinguished Service Professor, School of Education, University of Southern California, Los Angeles.

cases where learning is slow or memory is weak, the remedial reading student will be able to improve his ability by taking a pill rather than by spending long dreary hours drilling on phonics.

As David Krech says: "Both the biochemist and the teacher of the future will combine their skills and insights for the educational and intellectual development of the child. Tommy needs a bit more of an immediate memory stimulator; Jack could do with a chemical attention-span stretcher; Rachel needs an anti-cholinesterase to slow down her mental processes; Joan, some puromycin — she remembers too many details, and gets lost.

"To be sure, all our data thus far come from the brains of goldfish and rodents. But is anyone so certain that the chemistry of the brain of a rat (which, after all, is a fairly complex mammal) is so different from that of the brain of a human being that he dare neglect this challenge — or even gamble — when the stakes are so high?"

New administrative arrangements for grouping and individualization hold forth still another way of revving up reading instruction. For many years the traditional three-group plan stood as an invincible bulwark in American schools. During the last few years, however, a quiet revolution in forms of grouping has been taking place. In fact one might say we have been "groping for grouping."

We have the multigrade plan, the intergrade plan, the Joplin plan, the ungraded plan, and the flexible scheduling plan, as well as individualized instruction in reading. All these are steps toward meeting individual needs, and teachers should be encouraged to experiment with them. But these experimental forms of classroom organization have not attained unequivocal results from which we can make wide generalizations about improvement in reading. In other words, when educators adopt one of these new administrative arrangements, they cannot depend upon that arrangement, alone, to take care of all their reading problems. The arrangement may help, but the quality of instruction is a much more important factor than classroom organization in improving reading.

The next administrative arrangement, one that is already appearing here and there, may be the grouping of instructional personnel rather than the grouping of children. Perhaps for some 200 elementary children, a future school will have an instructional group of personnel consisting of a specialist in science and math, one in social studies, and certainly one in reading. Then there may be four or five paraprofessionals representing different subject areas, and four or five aides. There may also be such other specialists as a computer technician and programmer in a computer support center.

Each day this *instructional group* of personnel will arrange for teaching or supervising the independent study of pupils who will work individually or in groups according to their particular needs. Such an arrangement should contribute much more to improving reading instruction than would adoption of a formally designed pattern of grouping children. I hope that many administrators will experiment with plans of this type.

The reading explosion of the sixties is responsible for an outcropping of many new approaches to beginning reading. We have the Initial Teaching Alphabet, linguistic reading materials, programmed instruction, Words in Color, and several other new approaches.

What about the future of these methods and materials that have burst upon us? Some of them may be with us for two or three decades, but integrated within new frameworks. Some may remain much as they are and be provided to teachers along with several other sets of material. Under such conditions, the teacher may choose those methods best suited to the individual child's style of learning. Other so-called new methods may disappear entirely only to return fifty or a hundred years later in new guises.

In my research, I have found that there are such things as historical cycles in reading. No doubt some approaches undreamed of at present will have appeared by 1980 and will have begun their cycle of modification, integration, or obsolescence, as the case may be.

As for the effect of these new approaches on reading instruction, you will recall that the First Grade Reading Studies sponsored by the U.S. Office of Education suggested that the teacher, rather than the method, was the most important factor in getting results. Several other studies have yielded the same conclusion.

Since there will never be any single best technique for teaching reading, one should try them all. Teachers have different styles of teaching; children have different styles of learning. Some teachers may succeed with one method; some children with another. There is no blanket cure-all.

On the positive side, we can say that all these new approaches are enriching our knowledge of teaching reading. It is encouraging to know that so many people are trying to find better ways to teach reading. I hope the search continues.

We come now to the revolution that overshadows all others—the technological revolution. Many people are predicting that all learning in the future will be administered by computers, TV, and other automated devices, and that books as we know them will become obsolete. Companies hoping to make a fortune in school hardware have widely bought out publishers of school textbooks. However, during the last year or two, these companies have shown strong signs of continued interest in publishing software. I think they have come to realize that there is a definite place for software, as well as hardware, in teaching reading.

As for hardware, the computer

(*Continued on page* 69)

A Look

Scholarship Committee

ROBERT McQUEEN, *scholarship chairman; professor of psychology; and associate dean, College of Arts and Science, University of Nevada, Reno.*

□ **It's been more than a dozen years since the university** president summoned me to his oak-paneled office to tell me that he was thinking of appointing me chairman of the Scholarship Committee. Though then relatively fresh to the world of academe, I at least knew that when college presidents say they are "thinking" of something, the probability is that they have already thought it through. Consequently, when I read in the next faculty bulletin of my official designation as chairman of the Scholarship Committee, I suffered no apoplectic seizure.

Lest I be accused of an unpardonably vainglorious attitude, I should hurry on to add here that the chairmanship was in no way coveted by any other member of the faculty. It carried no such cherished emoluments as an increase in salary or even a decreased teaching load. Furthermore, it was common knowledge that the retiring chairman was relinquishing his duties with the same measure of sadness with which a wretch of yesteryear might have greeted the unshackling of a millstone he had come to think of as a permanent fixture around his neck.

Of course, the graybeards of wisdom stopped by to foretell what I would encounter in my efforts to discharge my new responsibilities. A scholarship chairman, they told me, works long hours with few thanks and little recognition. He struggles continuously with a bewildering assortment of details, donors, and the disenchanted. He is almost certainly destined to conclude his service years later with little he would care to remember and even less that he'd care to tell. In retrospect, I find that the one thing all of these gloom wishers had in common was that each was wrong.

The first hint that my new assignment might actually bear some fruit of pleasure came on the evening that I plunged into the formidable task of reading and sorting the scholarship files and documents. I now realize that going through those old papers gave me a feeling of kinship with the university that I had not gained through teaching there.

The documents, some nearly a century old, told in special ways of the people who founded the university, of those who in subsequent years sustained it, and of those who throughout its lengthy history had loved it. Tying all of these people together was their common conviction that they could best realize their special dreams and aspirations by creating a perpetual fund to provide for the education of young people who might otherwise gain none. Who could protest at being thrust into such splendid company?

By now, I've had the special good fortune to oversee the distribution of more than three million dollars in scholarship grants and tuition awards to literally hundreds of students. Much of the attendant labor entails sifting through great heaps of applications in order to identify the truly outstanding students as well as those who stand most in need. Resting on the shoulders of a scholarship committee is the continuing obligation to follow scrupulously the stipulations set forth by the endowments' original donors. This sometimes requires more diligence than one might at first expect and, occasionally, even the most meticulous effort on the part of responsible authorities falls short of the intended goal.

To illustrate this last point, the outgoing scholarship chairman told me of his experience many years earlier in awarding what is known affectionately on campus as the Teetotaler's Scholarship. The founder of this award had left her modest estate to the university to establish an endowment providing for an annual grant ". . . to benefit a young man of good character who totally abstains from the drinking of alcoholic beverages."

My predecessor related how he and his committee, taking this charge in all seriousness, set out to interview individually a group of highly promising candidates. In time they settled unanimously upon one young chap who assured them that he looked with utter repugnance not only on alcoholic beverages themselves, but likewise on all persons who imbibed them.

Extremely pleased with their selection, the committee presented the award to the happy recipient with more than an ordinary amount of ceremony. The event, quite naturally, was widely reported in local newspapers throughout the state. One can, therefore, imagine both the troubled dismay and the painful con-

over the Shoulder of a Chairman

sternation of the entire committee when they learned during the young man's tenure as holder of the Teetotaler's Scholarship that he had been elected president of the Sundowners Club—the university's local drinking fraternity.

Some scholarship donors distribute their benevolences while they are still living. The university counts among its friends many persons who each year arrange for a scholarship contribution and then have the special satisfaction of meeting or otherwise learning something about their beneficiaries.

Usually these awards have a continuing, often highly specific, purpose like aiding a would-be nurse or a social worker or, perhaps, a young cost accountant. But occasionally a donor will come forward and simply indicate to the scholarship chairman his willingness to help any student who has a particularly compelling need. To one such patron I went some years ago to relate an extraordinary set of circumstances that had come to my attention the day before.

On separate occasions the scholarship committee had awarded modest stipends to twin sisters. Both consistently made the honor roll, and each was regarded by her faculty adviser as a superior student. Curiously enough, however, a check with the registrar revealed that the two girls had never attended the university at the same time. A bit more investigation brought the full story to light.

The sisters, without parental support of any kind, were both, nevertheless, determined to secure a college education and toward that end had entered into a pact the terms of which permitted one girl to attend college for one semester while the other worked for their mutual support. The following semester the working twin took her turn at going to school while the erstwhile student assumed her sister's job as a cashier in a local restaurant. The two girls were so alike in manner and appearance that their boss never knew what was going on.

This story so touched our patron that she immediately wrote a check for a sum sufficient to pay all of the educational costs for both girls for the balance of that school year. She repeated this generous gesture for two additional years until the girls received their diplomas. Moreover, this fine individual insisted upon remaining entirely anonymous, though she did attend the commencement exercises and beamed like any other proud parent as "her girls" walked together across the stage to receive the president's special commendations.

Pleasant as the prospect might be, it is obviously not always possible to award every worthy candidate a scholarship. In the last analysis, each scholarship recipient must meet a specified set of criteria laid down by the donor. And such restrictions at times force a scholarship chairman to say of a particular candidate that there simply are no awards for which he might apply. This, in fact, appeared to be the situation as I first spoke to an intense young man at the start of one spring term.

The boy was a foreign student, a resident of Taiwan and, unlike most, he came to my office on behalf of someone else. In precise English he inquired if there were any scholarships available for Chinese women, and he gave me the following story.

In leaving his homeland to study here, he left, as well, the girl to whom he had been betrothed since childhood. Facing additional years of graduate training and lonely in a strange land, he longed for his girl but had been frustrated at every turn in his efforts to gain her entry into this country. The boy viewed the Scholarship Committee as a last faint hope.

I sympathized with his plight but was obliged to state that there was nothing available. As the thoroughly disheartened young man was turning to leave, I said more in jest than seriously that if he wished, *he* could set up a scholarship for the girl. To my surprise, he brightened at this thought and returned to my desk to fire a volley of questions at me.

Required by this turn of events to react seriously to my own suggestion, I acknowledged that the university did have a policy of accepting scholarship contributions from any reputable donor and that, since one of these quite legitimately might earmark an award for a particular person, it was, indeed, true that he could establish a scholarship for his fiancée. Obviously enthusiastic over this pronouncement, the student left my office in a state of happy agitation.

Early one morning just before the summer was drawing to a close, I came upon the young man pacing anxiously outside my door in a mood of high excitement. Clutched in his hand was enough cash to pay the tuition and miscellaneous fees for one foreign student for an entire year, the money with which he proposed to set up a scholarship. This resourceful Chinese had gathered what must have seemed to him a small fortune, and the only thing left for me to do was to follow through as I had promised I would many weeks before.

At last came the day when my friend, transformed with an elation that could not be concealed behind an oriental visage, drew into my office a shy slip of a girl, pretty beyond easy description—his sweetheart from Taiwan.

My favorite scholarship episode had its start well before I was born. It began when a young Midwestern couple decided to spend their vacation attending the

University of Nevada summer session.

They arrived on campus late one sweltering afternoon after having driven halfway across the country. Thoroughly exhausted from the day's hard drive, the couple were tumbling their luggage beside their car when a tall, friendly young man came striding up, seized the two largest items, and swung them easily off to the couple's room. In a moment he was back and gathering up the remaining ones.

Grateful for such timely assistance, the new arrivals tried to press some coins into the young man's hand, but he smilingly declined to accept them, saying, "I'm just a senior rendering public service." With that he was gone, and they never saw him again; nor could they even learn his name. But they didn't forget him or what he had said.

Once back home, they sent a small sum of money to the dean of the college with the request that he award it to a senior student who, like the boy who had helped them, distinguished himself by offering public service. And for many years, in both good times and bad, they faithfully mailed a check to cover their annual Public Service Award.

Eventually the husband died, but in drawing his will he had remembered to set aside a small sum for the university to form into an endowment. This endowment generated enough earnings each year to permit perpetuation of the award. For her part, the gentleman's widow enjoyed learning about each new recipient. When she died two years ago, she left her entire estate, estimated as worth close to half a million dollars, exclusively to the university's scholarship program.

This story especially moves me when I stop to recall that we owe her endowment—which will enable many young people to obtain a college education for generations to come—all to one simple, unselfish act of kindness by a young man whose name to this day we do not know.

In looking back, I'm not really prepared to say what I might have *gained* had all those hours I devoted to work on scholarships been turned to some other pursuit, but I am acutely aware of what I would have *lost* had I not spent them as I did. And if by chance you're wondering whether, like my predecessor, I too am looking for a younger man to take over my duties on the scholarship committee, the answer is a resounding "No!" Where else, I ask you, am I going to meet so many nice people? □

As I See Youth Today...

□ *At a recent meeting of the Washington, DC, chapter of the Educational Press Association of America, Mary Haworth, the widely syndicated columnist, engaged in the following dialogue about today's youth with members of the audience.*

Are you receiving more or less mail from young people today than formerly?

I think there is a slacking off in mail from college-age youth today as compared to the youth of a generation ago. This may be because young people today are more action-oriented and less respectful of their elders with regard to searching for answers to what's on their minds. I believe they figure that if adults knew the right answers and lived by them, things wouldn't be in such a terribly upset state. And so many of the young people seem to be lining up in a sort of pied-piper procession that is consciously turning its back on anything that smacks of traditional adult consensus.

On the basis of the thousands of letters that you receive, what do you think is troubling youth today?

Well, to use cliché labels, I'd say it is the search for identity, for meaning, for something worth sacrificing for, for somebody worth believing in and following. In a way, it's as if the youth of today find themselves wandering in an earthquake-ravaged landscape, faced with the necessity of clearing away the debris and reconstructing a livable society from scratch.

My impression is that from the viewpoint of young people the social order they stand to inherit is a collapsing structure, so full of defects that it is hardly worth despising—much less repairing—and that the only constructive course is to look to the future for some new design to emerge, fueled by the spirit of love.

What do you think of today's young people?

Well, if I were young today, I would be on the side of the innovators, right or wrong. But, nevertheless, I'm not prepared to let youthful thinking lead me by the nose. I think maturity still has a stabilizing, clarifying contribution to make in redeeming life. As one of those who believe in the Resurrection story as recorded in the Gospels—I believe there is food for thought in the fact that Our Lord waited until he was 30 to challenge the Establishment.

In my judgment, the youth of today have been experiencing in many ways too much leeway, too soon, and I think the so-called media are largely to blame for this. The much-contrived and overblown reporting of insurrectionist youth activity and the boomerang conservative reaction have more or less intoxicated youth with a sense of unprecedented power as movers and shakers. Fed the media-induced fantasy that they have omnipotent power in the present world scene, young people have come to believe it. Society is becoming hypnotized with the idea, too, and I hope that soon people will have the good sense to recognize the fever for what it is. □

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by consultants whose training and experience may enable them to contribute illuminating insights.*

☐ **My last year's class in woodworking was the best** one I've ever had. Not only were the boys good workmen, but they were creative, departing from the standard patterns to turn out mailboxes, bird feeders, and window boxes that were conversation pieces. Several boys reported that people who had seen their products had offered to pay generously for duplicates.

"Why don't you come in after school and fill your orders?" I asked them. The boys were happy and excited until I explained that they would have to pay for the raw materials. No one had enough to buy what he needed for a single item.

"It's just like my dad says," Arnie grumbled. "It takes money to make money."

Not necessarily, I thought. Perhaps I can help the boys market their work and also teach them something about our economic system. After getting the principal's approval, I proposed that the class form itself into a company and raise the money they needed by selling 25¢ shares to the rest of the school. The class bought my idea. They appointed Arnie to serve as business manager. He proved to be a genius at organization and took care to impress me with the fact.

The stock was sold within a week, and for two months, the business went great guns. Both workers and stockholders were happy. The principal was pleased because the boys were getting lessons in economics that were usually missing from a vocational curriculum. The only fly in the ointment was that Arnie and I were constantly in conflict. He took my advice about woodworking, but brushed aside my suggestions about running the business.

I'm afraid my reaction was childish, but his big-shot attitude made me furious. One day when I discovered that he had placed a large order for supplies without consulting me, I told the class that Arnie had forfeited his position and they would have to select a new manager. As soon as I had made this announcement I regretted it, but I had always made a big point of sticking by my decisions, so I said no more.

Following my announcement, the good spirit that had permeated our workshop evaporated. The next morning a delegation headed by Arnie came to me to say that the class had decided to liquidate the business. Instead of advising them to think things over, I said, "That's fine with me." I bought the supplies on hand to use in my regular shop classes, and we made a final reckoning and distribution of the profits.

As I look back, it seems that the class enterprise was one of the best teaching situations I've ever been involved in. I wonder how I could have restored the good spirit and kept the business—and the learning—flourishing.

Consultants' Comments

At the time the class formed itself into a company, a board of directors with a president and other officers should have been formed. The teacher would act as consultant to the group.

Even after Arnie had overstepped his limits, however, the situation was not hopeless. The teacher could have explained to the class that specific ceilings on expenditures would have to be incorporated in company policy. He could then have proceeded to show how business success is determined by the success or failure of the participating individuals and to make the class realize they must act as a company to ensure the proper conduct of members of the organization.

If the teacher had taken these remedial steps, the power struggle between him and Arnie would have been averted. The revision and upgrading of company policy would have been a growth experience for all.

—Eris Black, *senior psychologist, Burbank (California) Unified School District.*

It is unfortunate that the teacher arbitrarily dissolved the company. Nevertheless, this experience provides the teacher with an excellent opportunity to learn more about himself and to develop skills that might preclude a similar situation in the future.

If, after Arnie had overstepped his authority, the teacher had used the occasion as an opportunity for the class to learn about arbitration and management-labor relations, he might have averted resentment.

The trouble started because the teacher was unable to tolerate a braggart, which Arnie was, despite the fact that he did seem to be a good business manager. He appears to have been a rather obnoxious youngster whose outward mask of confidence probably covered some deep feelings of inferiority. His behavior seems to have germinated some deeply imbedded feelings of inferiority within the teacher as well.

The teacher made an error when he high-handedly removed Arnie from office. If the class was set up as a company, they should have been allowed a voice in the decision. Incidentally, this would have provided another good opportunity to teach something about corporate management and decision making.

If the teacher had permitted the class to review the situation, both teacher and students would have been able to modify their all-or-nothing stances.

Despite the troubled situation that evolved, this teacher is to be highly commended for an innovative approach that opened the door to creative experiences in the shop. I hope he feels free to continue his efforts towards adventurous teaching.

—David P. Hanson, *director, School Psychology Program, Edinboro (Pennsylvania) State College.*

hypertension

hypertension

□ **"You can't tell me that any doctor told Aunt Bess** she has hypertension. She's as relaxed as a down pillow."

"If the principal has hypertension, why doesn't he give up serving on so many civic committees? I'd be tense, too, if I were on the job four or five nights a week."

Aunt Bess does have hypertension and the principal will probably continue to suffer from it even if he resigns from all his committees. Contrary to what many people believe, hypertension is primarily a disease of the heart and blood vessels rather than of the nervous system. Our baffling English language is probably responsible for the confusion. The dictionary defines tension as "tautness" and as "a state of psychic unrest often with signs of physiological stress." Another definition, however, marked "archaic," accounts for the *tension* part of the word *hypertension.* Tension in this sense means "pressure," and hypertension is high blood pressure.

Hypertension is the commonest of the diseases affecting the heart and blood vessels. Statistics from the most recent National Health survey indicate that hypertension afflicts at least 17 million—perhaps as many as 22 million American adults. Uncontrolled hypertension forces the heart to work harder and may drive it into failure. It can also cause serious damage to the kidneys and progressive impairment of kidney function. Hypertension accelerates the development of the artery-clogging deposits of atherosclerosis and substantially increases risk of heart attacks and strokes.

What is the story of this disease that claims more than 60,000 American lives a year and probably contributes importantly to thousands of other deaths from heart disease and stroke?

Blood pressure is determined by the amount and rate of blood flow and also by the capacity of the vessel through which the blood is flowing. Thus blood pressure usually rises with increases in the heart's output of blood.

Blood pressure may also vary with changes in blood vessel tone. The vessels exerting the most pronounced effect on blood pressure are the smallest arterial branches, the arterioles, which are sometimes referred to as resistance vessels. The walls of arterioles are well-endowed with muscle fibers, which, when they contract, constrict the arterioles, thus increasing their resistance to blood flow. This tends to increase blood pressure, much as shutting down the nozzle of a garden hose increases the pressure in the hose.

The two opposing divisions of the autonomic nervous system (sympathetic and parasympathetic) regulate heart beat, blood pressure, and other bodily functions not under conscious control. Normal blood-vessel tone (slight constriction) is maintained by the sympathetic division.

A vital role in the regulation of the blood pressure is assigned to specialized groups of pressure-sensitive cells, called baroreceptors, which are scattered about in the arterial system. The function of baroreceptors is somewhat analogous to that of thermostats in heating or air-conditioning systems. Baroreceptors are "preset" to a narrow blood-pressure range. When blood pressure rises above or falls below these values, the "barostats" attempt to bring it back to within this range. Acting through the autonomic nervous system, they modify blood pressure by bringing about appropriate changes in heart performance and in the caliber of resistance vessels.

Heart performance and blood pressure are also profoundly affected by certain hormones, notably by norepinephrine and epinephrine from the adrenal glands that sit atop the kidneys. Both of these hormones are powerful heart stimulators and blood-vessel constrictors; both are secreted in increased quantities during vigorous exercise and also during fright and other kinds of severe emotional stress.

Thus, a number of mechanisms operate in the regulation of heart performance and systemic blood pressure, adjusting these as necessary to meet the shifting circulatory needs of the organs and tissues of the body.

Persistently elevated blood pressure that cannot be attributed to any specific organic cause is called essential hypertension. About 85 percent of hyper-

This article was prepared by the Office of Heart Information Center, National Heart Institute, National Institutes of Health, Bethesda, Maryland. For a more detailed discussion of the subject, see Hypertension: High Blood Pressure, U.S. Department of Health, Education, and Welfare. National Institutes of Health No. 1714. Teachers may obtain up to 50 free copies by writing to the Office of Heart Information, NHI, NIH, Bethesda, Md. 20014.

tension cases fall into this category. The other 15 percent, designated as secondary hypertension, result from any of several causes.

In the latter category is the hypertension that results from arteriosclerosis or "hardening of the arteries." This disease reduces the elasticity of affected arteries and is responsible for fatty deposits that tend to obstruct blood flow through them.

Other causes of secondary hypertension are kidney disease or hormone imbalance, which, by causing the blood vessels to constrict, by expanding plasma volume, and by stimulating the heart, are responsible for high blood pressure.

Secondary hypertension can frequently be cured if the underlying cause can be eliminated—usually by surgery.

A number of factors are suspected of operating in the development of essential hypertension, but none of these has been proved guilty beyond reasonable doubt.

One hypothesis suggests that hypertension may stem from abnormal irritability of the central nervous system. This irritability may find expression in excessive activity of the sympathetic nervous system, which is largely responsible for maintaining normal blood vessel tone.

The highly susceptible individual is usually tense and high-strung. Although he may not show it outwardly, he persistently overreacts to unpleasant situations or to mental or emotional stresses. In these circumstances, his cardiovascular responses frequently resemble those normally brought about by exercise: His heart rate and output may rise and there may be a widespread constriction of resistance vessels, with a resultant increase in blood pressure.

According to the hypothesis, the continual occurrence of such transient episodes of elevated blood pressure may eventually lead to an upward "resetting" of the baroreceptors. The reset barostats, regarding elevated blood pressure as normal, attempt to maintain blood pressure at these hypertensive levels. Once reset, the barostats may sustain the hypertension, whatever its original cause. It appears, however, that if the elevated blood pressure can be driven down and maintained at normal levels for prolonged periods by appropriate treatment, the barostats may sometimes be reset downward.

Other hypotheses suggest that essential hypertension may be caused by some malfunction of the kidney or of certain endocrine glands whose hormones influence kidney function. (The kidney is certainly involved in certain forms of secondary hypertension.) The kidney's handling of water, sodium, and other electrolytes may be abnormal in patients with essential hypertension. However, current evidence favors the view that these abnormalities are probably a consequence, rather than a cause, of hypertension.

A strong family history of hypertension is a common finding in affected individuals, and in some families, the prevalence of the disease is striking. Such observations suggest that a tendency to hypertension may be an inherited trait. Since families usually have

GLOSSARY

Angina Pectoris—Pain in the chest, and often in the left arm and shoulder, resulting from an insufficient blood supply to the heart muscle. Angina pectoris is usually due to narrowing of the coronary arteries by atherosclerosis.

Blood Pressure—The pressure of blood in the arteries. Systolic blood pressure is the pressure when the heart muscle is contracted. Diastolic blood pressure is the pressure when the heart muscle is relaxed between beats. Blood pressure is generally expressed by two numbers, as 120/80, the first representing the systolic, and the second, the diastolic pressure.

Blood Volume—The amount of blood circulating within the body.

Carotid Arteries—The left and right carotid arteries are the principal arteries supplying the head and neck.

Carotid Sinus—Contains special nerve and organs which respond to a change in blood pressure by causing a change in the rate of heart beat.

Dilation—Enlargement of blood vessels, usually through relaxation of muscle fibers in the blood-vessel wall.

Electrocardiogram—A graphic record of the electric current produced by the heart.

Endocrine Glands—Glands which secrete hormones that are distributed in the body by way of the bloodstream. They include the pituitary, thyroid, parathyroids, adrenals, testes, ovaries, thymus, and pancreas.

Enzyme—A complex organic substance which is capable of speeding up specific biochemical processes in the body. Enzymes are universally present in living organisms.

Hypotension—Commonly called low blood pressure. Most commonly used to describe an acute fall in blood pressure such as occurs in shock.

Methyl Dopa and Pargyline—Drugs used to combat moderate to severe hypertension.

Renal Hypertension—High blood pressure caused by damage to or diseases of the kidneys. The most common cause of renal hypertension is atherosclerotic deposits or other obstructions to normal kidney blood flow.

Reserpine—An organic substance that lowers blood pressure, slows the heart rate, and has tranquilizing and sedative effects.

Sphygmomanometer—An instrument for measuring blood pressure in the arteries.

more in common than genes, however, it is often difficult to distinguish between genetic and environmental factors that may affect susceptibility to hypertension.

Recent experiments suggest a possible role in the genesis of hypertension for certain elements (called trace metals) that organisms use in minute quantities. One such element, cadmium, is found in minute quantities in air and in many foods and beverages. When ingested, it tends to accumulate in the kidneys. Autopsy studies have indicated that the kidneys of patients dying from hypertension and its complications usually contain higher cadmium concentrations than those of subjects with normal blood pressure.

Probably the most widely accepted hypothesis of hypertension among scientists working in this field holds that any of a number of factors may operate in the development of the disease and in its various phases. The factors that initiate the hypertensive state may not necessarily be responsible for maintaining it, and those that are of greatest importance at one stage of the disease may not be dominant during other stages.

Hypertension is an insidious disease. During its early stages, it seldom produces any symptoms perceptible to the person who has it. Indeed, over most of its course, the disease may produce few symptoms, and these are often such nonspecific ones as headaches or dizziness. Thus, unless a physical examination reveals that his blood pressure is elevated, an individual may have the disease for years without knowing about it.

A thorough examination performed by a physician is the only reliable means of detecting the presence of hypertension, of distinguishing the various forms of the disease, and of assessing its effects on the body.

Hypertension can sometimes be managed success- fully through dietary modifications, chiefly restricting the intake of calories and/or sodium, without recourse to antihypertensive drugs.

Overweight is commonly attended by an increase in blood pressure because of the added circulatory work load that obesity imposes on the heart. Blood volume increases with body weight. Moreover, adipose tissue, like organ and muscle tissue, must be supplied with blood. It has been estimated that each extra pound of fat requires about a mile of capillaries to nourish it. Thus, in obese persons, the heart is forced to pump more blood through a more extensive system of blood vessels.

According to a Heart Institute study, the elevated blood pressure resulting from obesity appears to be chiefly responsible for the increased susceptibility of overweight individuals to coronary heart disease and stroke. This long-term study of factors affecting the development of coronary heart disease and cerebrovascular disease in a population of 5,127 American adults revealed that the risk of angina pectoris and sudden death increased with the degree of overweight. Among those more than 20 percent overweight, the risk was approximately three times that of nonobese or underweight individuals. Obesity also appears to increase risk of stroke, though to a much lesser degree.

Blood pressure often falls with weight loss, so the physician will usually place the overweight patient with hypertension on a diet. The physician may also wish to restrict the patient's sodium intake, whether or not he is overweight. Sodium restriction curbs fluid retention by the body and tends to reduce blood volume. Moreover, the sodium concentration of blood and perhaps other bodily fluids appears to have some direct, though poorly understood, role as a determinant of blood pressure levels in hypertension.

Today the physician is armed with a variety of drugs that enable him to control hypertension in all degrees of severity. No single agent is effective in all patients or against every phase of the disease, but where one drug fails, another drug or combination of drugs is likely to succeed. Only rarely does it prove impossible to bring a rampaging blood pressure under some measure of control. Furthermore, most of the drugs produce few and relatively mild side effects. While keeping the patient's blood pressure under control, they seldom impede him in the performance of his job or interfere with his other pursuits.

Most drugs in current use against the severer forms of hypertension lower blood pressure by curbing the activity of the sympathetic nervous system. It is not known whether excessive sympathetic activity is the dominant factor in the relentless constriction of resistance vessels that commonly occurs in hypertension. It is certain, however, that constricted arterioles can be relaxed and arterial blood pressure reduced by interfering with that activity.

The value of antihypertensive drugs against severe hypertension is well-documented. Death rates among such patients have been dramatically reduced. Moreover, when blood pressure is brought under control, signs and symptoms of heart failure often improve or disappear, deterioration of the kidneys is arrested, and the threat of strokes is greatly diminished.

Although less information is available concerning the effectiveness of drugs against milder degrees of hypertension treated over longer periods of time, it would seem reasonable to suppose that the earlier the disease is detected and controlled, the better are the prospects of averting or postponing the development of heart failure, kidney failure, heart attacks, strokes, and other disastrous consequences of uncontrolled hypertension.

If you have hypertension, cooperate with your physician. If he prescribes medication, take it faithfully until or unless he tells you to stop. If he says to give up smoking, do so. Cigarettes have been shown to constrict blood vessels and increase blood pressure. If he puts you on a special diet, follow it. Many times blood pressure decreases with weight loss or with restriction of sodium intake.

Your physician is the best judge of your condition and its proper treatment. Follow his advice. You will probably live longer if you do. □

A New Era in Teacher Supply and Demand

□ **The 1969 study of teacher supply** and demand by the NEA Research Division shows that the long period of a general shortage of qualified teachers on both the elementary and secondary levels has come to an end. However, teacher shortages still exist in some fields—mathematics, the physical sciences, industrial arts, some vocational-technical subjects, and, to a lesser extent, girls' physical and health education. This is because not enough people are preparing for these assignment areas and because of serious staffing problems resulting from years of chronic undersupply. It is also expected that in the immediate future there will be an undersupply of qualified teachers to fill assignments being created by the expansion of kindergarten programs; by special education offerings; and by other educational programs requiring such qualified professional personnel as remedial specialists, librarians, counselors, and school nurses.

Two major factors are contributing to the change in the overall balance of teacher supply and demand: a sharp increase in the annual supply of potential beginning teachers and a reduction in the demand for additional teachers to provide for increased school enrollments.

The marked increase in the number of college graduates completing preparation to enter teaching (197,800 in 1967; 233,300 in 1968; and 277,900 in 1969) is a reflection of the increase in the total number of college graduates over the last few years. The class of 1969 represents the first crest of the significant increase in school enrollments that began in 1953 and created the beginning of the period of extremely critical shortages of teachers. Subsequent to 1953, the numbers of first graders continued to almost equal the 1953 level, and later rose above it. As a result, the numbers of college graduates are likely to continue to be near or above the present record levels for the next few years.

The demand for additional teachers to teach enlarged enrollments of students is not as great this year as it has been in previous years (65,500 in 1967; 55,000 in 1968; 32,000 in 1969) largely because fewer children are entering the lowest grades. This is the beginning of a period of at least five or six years in which the numbers of children reaching the age of initial school enrollment will be decreasing by more than 60,000 each year. As a result, the demand for new elementary school teachers to handle increasing enrollments will be eliminated by 1971. (The continuing expansion of school enrollment opportunities for kindergarten-age children and children having various types of learning difficulties will cushion the immediate impact of the reduced rate of growth in the total number of children of elementary school age.)

The demand for additional secondary school teachers to teach increased enrollments will continue until the present first and second graders reach secondary school. In the past, the total supply of new secondary school teachers has been greater than the demand, so a major change in the overall balance at this level will probably not occur.

During recent years, the problem of teacher supply and demand has been in the distribution rather than in the total new supply of beginning teachers. The rapid increase in the total new supply is helping to improve conditions in the assignment areas that have had an inadequate new supply of teachers for several years, but the distribution of the new supply continues to be out of balance with the demand. Assignment areas in which the supply has been adequate in the past are likely to have an oversupply for a few years, unless the distribution of persons completing preparation to teach in these areas changes.

This condition does not indicate a need for a complete change in the distribution of graduates preparing to teach, however, because some of the assignment areas in most adequate supply are also those in which the largest numbers of new teachers will be needed. For example, the estimated number of social studies teachers is three times the number of industrial arts teachers, and despite shortages in industrial arts the number of replacements needed each year in social studies remains three times greater than the number needed for industrial arts (assuming the annual turnover rate is the same for the two areas).

The projection of demand, the Adjusted Trend Criterion Estimate, for new teachers in specific assignment areas is based on the distribution of new teachers reported to have been employed during the preceding year. It is likely that in assignment areas with extremely critical shortages, some positions were not filled and pupils were therefore placed in other educational offerings. This condition tends to make the Adjusted Trend Criterion Estimate for the undersupplied assignment areas lower than it would be if qualified teachers were available for employment. This factor and the need for information about the long-term demand for new teachers make it desirable

to project an annual estimate of the demand needed to achieve a standard of minimum quality in education.

This second type of estimate, known as the Quality Criterion Estimate, is a theoretical projection of the numbers of new teachers who would be needed to continue the past trends in gradual improvement of educational programs and practices; to provide for increases in student enrollment; to replace teachers leaving their positions as well as teachers having substandard qualifications; to enlarge the teaching staff sufficiently to reduce class and teaching loads to reasonable maximum sizes; and to improve the provisions of schools for special instructional services (kindergarten, special education, elimination of misassignment of some teachers, and enlargement of school offerings).

Comparison of the supply of new teachers with the Quality Criterion Estimate of demand shows the total number expected to enter teaching in 1969-70 is inadequate even if the distribution of the new supply were the same as the distribution of demand. In 1968-69, the estimated shortage based on the Quality Criterion was 264,750 qualified teachers; in 1969-70, the figure is 222,400.

The standards included in the Quality Criterion Estimate of demand need to be revised periodically to reflect public and professional expectations of schools and the conditions needed and presently available for minimum quality in education. For example, the present estimate of educational preparation needed for minimum quality in educational preparation is a bachelor's degree. But, with the increased demands on the school and the increased emphasis on improved performance in specific teaching positions, it is probably more realistic to raise this standard to include a master's degree, with special emphasis on preparation for a specific assignment.

The teacher supply and demand problem goes beyond the perspective given by a review of the numbers completing preparation and the estimates of the numbers needed to enter teaching. The problems of attracting and holding qualified teachers are equally worthy of careful attention. Even at the height of the critical shortage of teachers, about one-fourth of the graduates prepared to teach did not enter the profession. Despite the recent improvements in the adequacy of the total supply of new teachers, reports from 38 out of 41 states in the fall of 1969 indicate widespread shortages of qualified applicants for positions in rural locations. And despite the recent increase in attention to the selection and placement of qualified applicants, it is estimated that more than one-third of beginning teachers interrupt or terminate their teaching career by the end of their first three years of employment.

The new era of improved adequacy in the total supply of qualified beginning teachers, coupled with increased attention to the need to provide working conditions that will attract and hold them, should provide the background for increasing the rate of improvement of quality in education.

—NEA Research Division.

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for Unfinished Stories for Use in the Classroom. *Stock No. 381-11766.*

For information about 8mm and 16mm color films based upon some unfinished stories, write to Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should John Do?

□ The gang hadn't been too much of a problem when John was in first and second grade because his older brother had been around to protect him. But now that Wally was in junior high and John walked to school alone, they were making his life miserable.

Halfway to the school he'd meet up with them. If he was lucky, they'd be kidding around with each other and he could get by unnoticed, or maybe the patrol lady at the corner would have her eye on them. But if he wasn't lucky, and he usually wasn't, they'd grab his arm as he went by.

"Lend us your lunch money," they'd say, and it didn't make any difference if he said yes or no. They took it anyway, and he never got it back.

And then, all the way to school they'd walk right behind him and talk about the horrible things that would happen if he ever told on them. They'd slash his bike tires or kidnap his dog or do something even worse.

So John would go without lunch and say he wasn't hungry. Other boys in his class said they weren't hungry and skipped lunch too, so John knew he wasn't the gang's only victim. But nobody ever complained. It was something they all were aware of but no one ever dared to talk about it.

John tried all sorts of things. He'd beg his mother to pack him a lunch instead of giving him money, and sometimes she would. Even when he carried his lunch, however, his mother occasionally gave him money and asked him to pick up something at the grocery store on his way home. If the older boys nabbed him on one of those days, he'd have to think up a story to tell his mother.

John was really afraid to go to school. Once, when he took his lunch, an older boy roughed him up just because he didn't have any money. That was the time John came closest to telling his brother what was going on, but thinking about what dreadful things the gang might do stopped him. What should John do?

Thoughts To Think Aloud:

1. Since more boys than just John are bullied, what might they be able to do about it as a group?
2. Why do some people become bullies?
3. Would John be wiser to tell his brother or the school principal about this situation? Why? □

A Gift from Our Seniors

Students really gave of themselves—a gift of student imagination and hard work.

HELEN K. MICKA, *journalism teacher, Bozeman (Montana) Senior High School.*

☐ **Last year the class of 1969 at** Bozeman Senior High School gave a most unusual gift to its Alma Mater. Instead of presenting the usual, run-of-the-mill gift, such as a clock or painting, they decided they would landscape the southeast corner of the high school grounds, transforming it into a small park that the entire community could enjoy.

This corner was a flat expanse of uninteresting grass, with Middle Creek paralleling the street on the east side. The banks of the little creek were a mess of overgrown weeds strewn with trash. Resolved to change all this, the seniors first secured permission to go ahead with the project and then appointed committees to draw up plans, estimate costs, and consult landscape authorities.

Members of the class solicited the loan of heavy equipment, as well as food donations (to stoke up the busy workers), money, and labor to help the project get under way. For two weeks prior to May 17, the big workday, seniors, in borrowed trucks, hauled rocks furnished by Gallatin County from its rock quarry to reinforce one bank of Middle Creek with a sustaining wall. On May 16 and 17, aided by heavy equipment, seven dump trucks, and a grass stripper, plus operators and a construction supervisor paid for by five cooperating construction companies, the seniors accomplished a miracle: They stripped back the lawn, moved 2,500 square yards of sod, transplanted donated trees and shrubs, constructed a bridge, and built an island in the creek. Before nightfall Saturday, they had replaced the needed sod, returned the grass to its place, put in a new culvert, and completed most of the rock work.

The ground opposite the island was terraced so that, eventually, it will form a small amphitheater for outdoor meetings. Ivy has been started on the rocked-in bank of Middle Creek. During the weeks following the initial construction, senior volunteers continued their work — spreading fertilizer and tending the little park, which has been christened "Project '69."

One construction company owner estimated the value of the completed work—most of it donated by the seniors themselves—at nearly $9,000. "Project '69" will truly last, not only in the memories of the graduating seniors but also in the hearts of faculty, parents, and townspeople. ☐

All This and Credits Too!

Madurodam Den Haag—the Hague in miniature—enchanted the tour members.

□ **Would you like to be able to get the 3 to 6 academic** credits you need for a raise, whirl around Europe, Latin America, Asia, or the United States having the time of your life, and claim a deduction from your income tax? Well, you can, you can! How? By taking one of the many NEA Educational Tours that offer college credit.

At the present time, seven colleges and universities supervise the earning of academic credit on one or more NEA tours: Western Illinois University, Macomb; Towson State College, Towson, Maryland; Arizona State University, Tempe; University of Hawaii, Honolulu; Mankato State College, Mankato, Minnesota; Indiana University, Bloomington; and Peabody College for Teachers, Nashville.

Educational travel is such a delightful way to gain knowledge, perspective, and insight that participants sometimes feel guilty because they've had never a dull moment in the process. The remedy for such a feeling is for them to realize that this learn-as-you-travel summer can almost certainly do more to enliven their teaching than a course they've yawned through at summer school.

For example, if you are an English teacher, how could you help but have a more stimulating classroom after taking NEA's British Isles Literary Tour? Imagine the excitement and pleasure of visiting literary shrines and spots of historic interest from London to Edinburgh, from the medieval atmosphere of Chester on the River Dee to Dublin. At suitable moments later on, you can almost certainly enrich discussions in your classroom by sharing with students your impressions while visiting the home of Dickens, Samuel Johnson, or Sir Walter Scott; attending a Shakespearean play in the theater at Stratford-upon-Avon; or standing in awe at Stonehenge.

If you are a social studies teacher, an NEA tour called Major Cities of Europe might well have been your choice. Having taken this trip last summer, I can say from personal experience that it was most informative and covered an amazing amount of territory. This airborne course in city planning, offered by Mankato College, gave six hours of credit. The requirements included attending lectures, reading some background material, keeping a daily diary of pertinent observations while we were in Europe, and subsequently writing an acceptable paper on one of a variety of subjects related to city planning.

As we went from city to city and country to country, we were constantly on the alert for evidences of pollution, city renewal efforts, housing patterns, traffic patterns, recreational areas, and the like. Each person enrolled for credit selected one particular topic for special emphasis.

Here and there on the trips for credit, groups attend informal lectures by experts, such as the one we went to in Amsterdam, given by the director of public works. His talk focused primarily on the transportation problems of that great and ancient city.

We learned from him that over 60 percent of the commuting is done on bicycle; bus and train account for about 25 percent; and private cars, 10 percent. He told us that in the years to come, however, public transportation will have to carry about 60 percent of the rush-hour traffic, and that a metro of three radial lines is already on the drawing boards.

The plan is to have the lines so situated that 80 percent of all destinations will be within walking distance of the station and that the maximum commuting time, including the walking, will be 35 minutes. The streamlined modernity of this plan seemed a bit astonishing to a naïve American like me who had been brought up with vague notions about the Dutch traveling by canal boat in the summer and skimming along on silver skates after the first big freeze.

As we went from country to country, we found that one of the pleasures of a guided tour like ours is the interesting bits of information that one collects in one's mental knapsack. Let me pull out just a few from mine at random:

• Probably the least traveled ship in the world is the *Vasa*, on display in Stockholm. Launched with fanfare one fine day in the seventeenth century, it sailed about fifty feet and then sank ignominiously in the Stockholm harbor. When it was salvaged a few years ago, the *Vasa* was found to have been marvelously preserved in the harbor mud. Now housed in a special museum, it gives visitors a unique image of what life was like aboard a seventeenth century warship.

• Stockholm has what must surely be one of the most beautiful town halls in existence. In this building is a windowless room of great size and height, its walls sparkling softly with countless pieces of rough gold mosaic. When we saw it, this room was completely empty except for a massive table of polished wood surrounded by gold-footed leather ottomans. Here once a year is held the banquet for Nobel prizewinners.

• Denmark is the oldest kingdom of Europe. The king who united the country about 950 A.D. was called Harald Bluetooth.

• Berlin has more bridges than Venice or Amsterdam—1,040, our guide informed us.

• The expression "going on a spree" refers to the fact that the River Spree in Berlin used to be lined with beer gardens and that was where young men went for a night on the town.

• Six ravens are always in residence at the Tower of London, because long ago the astronomer royal announced that without their presence London "would fall to the enemy." Spare ravens are kept at the zoo by way of reinforcements that can be rushed to the Tower before an ailing raven has quoth his last "Nevermore."

• An expert cleanup job completed some years ago revealed that Rembrandt's famous "Night Watch" was really a daytime scene which had become darkened with grime and age.

In addition to information obtained for the course, or collected by accident, the members of our tour gathered many vivid impressions:

The most disturbing recollection from my stay in Amsterdam involved the hippie community that had taken over the peace monument located directly in front of our hotel in Dam Square. The shallow steps surrounding the monument had become an open-air home for a hundred or more bedraggled young people. There they ate, slept, talked, played the guitar, and in some cases apparently took drug-induced "trips."

One morning as we left our hotel for an early tour, we saw city officials of some sort armed with powerful fire hoses blasting the hippies off the steps along with the apple cores and orange peels that usually formed an untidy mosaic around these social dropouts.

Whereas the hippies were a depressing sight, Madurodam Den Haag, an amusement park we visited in the Netherlands, was pure enchantment—a sort of Dutch Disneyland. Spread out in a large shallow bowl of land is The Hague in miniature: factories, palaces, canals, homes, churches, and oil refineries—all done to scale and in exquisite detail. The royal coach surrounded by its elaborately costumed entourage is drawn up in front of the cathedral. Barges sail slowly along the tiny canals, and small jet planes taxi along a runway that spans a traffic-laden road. I am sure that everyone on our tour will remember the fascinating hour we spent walking along the pathways of this *miniatuurstad.*

Any mention of amusement parks now sends my mind winging back to the famous Tivoli in Copenhagen. This sparkling kaleidoscope of delights is situated right in the center of the city. During the all too brief evening that my roommate and I spent there, we were able to sample only a few of the hundreds of attractions before it was time to walk along a path past lighted flower beds of huge, brilliant blossoms to the small music hall where the headliner was Ella Fitzgerald. The audience applauded Ella in thunderous unison, and she reciprocated by singing her heart out despite unseasonable heat and humidity that left her gasping for air.

We found this summer that what can be seen while traveling from one spot to another on an NEA tour is almost as diverting and informative as what one sees at the ultimate destination. Our bus trip to Stratford-upon-Avon was probably my favorite jaunt despite the fact that it rained most of the day.

The countryside was beautiful: green velvet meadows, often girdled by old stone walls that were embroidered with honeysuckle; wooded stretches here and there; and an occasional lake almost obscured by a hovering silver fog. We passed through small villages with half-timbered houses and country inns that had names like "The Nettle Bed" and "The Quiet Woman."

We drove around Oxford, while our knowledgeable guide told us strange and interesting things about this distinguished institution. We dipped in and out of Eton, with its famous playing fields, and stopped briefly at Windsor, where we were suitably awed by the immensity of Windsor Castle, whose grey bulk

crouches on a hill above the village.

We went through Henley-on-Thames, world-famous for its regatta, and were pleased to find that the 1969 race had taken place so recently that red, white, and blue pennants still flapped merrily over the main thoroughfare.

Just as we were getting really hungry, we arrived at the Shakespeare Inn at Stratford, where we lunched very well on such unusual items as fillet of plaice grenobloise and creamed marrow. After a leisurely browse through Shakespeare's home (much larger and more substantial than I had imagined) and a brief stop at Anne Hathaway's cottage, which we viewed from the bus through a sudden downpour, we started back to London. On the way we stopped for an unexpected dividend—a tour of Blenheim Palace, hereditary residence of the Dukes of Marlborough, where Winston Churchill was born and grew up. We wandered from one treasure-filled room to another, ending with the library, which, according to our guide, is 160 feet long and has a cathedral-size pipe organ at one end.

Our mood on most of our outings was euphoric. This was true, for example, when we set forth from Stockholm to see the royal summer palace and eighteenth century court theater at Drottningholm, or to make a pilgrimage to Hamlet's Kronborg Castle on the sea-lashed rocks at Elsinore and drove back to Copenhagen along the miles of beach known as the Danish Riviera.

How different, though, was our mood one morning in West Berlin when we climbed aboard our bus bound for the Eastern sector. Many of us were edgy, although we had been assured that we would be perfectly safe.

Unusually subdued, we drove to Checkpoint Charlie, where our bus driver and our guide left us to be replaced by Russian counterparts on the other side of the crossing gate. Once on the other side, we had to line up outside our bus while an East Berlin official suspiciously first scrutinized each of us and then our passport pictures. We were given numbered slips of paper to be handed back when we left East Berlin.

Our guide was a youngish woman who spoke excellent English. Her prepared remarks were informative, but she confined herself to a curt "Yes" or "No" when we asked her unexpected questions.

One of the first things she pointed out was the bunker where Hitler and Eva Braun committed suicide. She said that a tunnel connected the bunker with West Berlin, but added that it was now kept flooded to prevent its use as an escape route to West Berlin.

As we drove along the streets, we noticed that the city had a strangely uninhabited look. The traffic was very light—a few autos and some ancient Toonerville Trolley street cars—and only a small number of pedestrians were in evidence. Since our guide had told us that the smallest cars cost $5,000 and that average salary was under $200 a month, we could understand the lack of vehicular traffic, but we never found out why the sidewalks were almost deserted.

We were impressed by how much construction work was going on and by how many old buildings were being demolished, although we did not see many workers at any of the sites. Our guide expressed pride in the construction program and mentioned that each new apartment building complex has its own library. She also spoke enthusiastically about Humboldt University as we drove past, saying that it has a student body of over 40,000 who attend without charge.

We visited the huge Olympic Stadium, the scene of so many Hitlerian spectaculars, and found it virtually empty except for some legless veterans who were having a wheelchair race along one of the seemingly endless corridors. We also stopped at a plush modern hotel just as a bride and groom were emerging to have their pictures taken—he, solemn and uncomfortable in a black suit; she, in a white dress and carrying a bouquet of crimson daisies.

Our last stop was at a beautiful memorial park for Russia's war dead. The guide told us that sod had been brought from Russia to cover the graves of a Russian general and an unknown soldier who were symbolically buried side by side. The park has memorial stones each representing one union republic of the Soviet. Two large statues of Russian soldiers flank steps leading down to the memorial. One figure has his sword pointed down to represent peace and is crushing a swastika underfoot.

From the Russian point of view, this tranquil spot provided an effective finale to our day's trip because it left us feeling almost simpatico. Our mood changed abruptly, however, at the East Berlin side of Checkpoint Charlie. Before we were allowed to leave, grim-faced guards herded us off the bus and searched the luggage compartments and under all the seats to ensure that no East Berliner was being smuggled out.

By way of contrast, let me tell you about one of our bus trips that had a delightful ending:

We had spent much of the day at Heidelberg, touring the great castle there, lunching in an ancient hostelry, and then pursuing one of our favorite pastimes—shopping. By the time we climbed aboard the bus and started the drive back to our hotel in Frankfurt, we were tired. I closed my eyes and was practically asleep when I heard someone singing softly. At first the sound was almost drowned out by the general conversation, but in a few moments everyone stopped talking to hear the sweet true voice of a member of our group singing "He's Got the Whole World in His Hands."

When she finished, we begged her to go on, and she did, singing other Negro spirituals and old favorites like "Home, Sweet Home" and "America the Beautiful" as well as "Kum Ba Yah," an African song, and "Shalom," a Hebrew one. Then as we approached the outskirts of Berlin, she began singing Brahms' "Lullaby" in German. With her first words, our bus driver, who had paid absolutely no attention to us up to this point, looked back at her with a delighted grin and broke into song himself. The duet that followed was so beautiful that I can still hear it in my mind, and somehow it symbolizes to me the spirit of harmony that prevailed most of the time among 20 very diverse personalities on this NEA tour.

—*A staff member,* TODAY'S EDUCATION.

Thousands of American students travel and study in Europe each summer.

SPECIAL FEATURE ON
EDUCATIONAL TRAVEL

The Summer Overseas Study-Travel Boom

□ **Is summer overseas study-travel for American high school and college students growing?**

Yes, it's booming! Some years ago only a rich man's son could spend his summer overseas in study and travel. Last summer many thousands of American high school and college students went overseas for some type of study-travel program, usually ranging from three to ten weeks and costing from a few hundred to thousands of dollars. Undoubtedly, growing appreciation of the value of travel-study abroad, parental affluence, lower air fares for group travel, and the intensified efforts of a growing number of commercial study-travel groups are contributing to the boom.

What kinds of student study-travel programs exist today?

Basically, there are three kinds of organized group programs: (1) Commercial (or quasi-commercial "nonprofit") programs, (2) programs sponsored by overseas schools and colleges, (3) programs organized by American service organizations, schools, or colleges. However, there are many variations of these—some emphasizing the study aspect of the program; others, the travel.

Even within each of the three categories, there is great variation. In category one are dozens of organizations putting out slick catalogs and making enticing promises of academic programs with college credit. Some of these programs are excellent; some are just low-cost travel programs with an occasional course to make them "legitimate."

The best of these programs provide for small regular classes each day on overseas campuses taught by well-qualified teachers with course content related to travel experiences. Students are housed at overseas universities and are properly chaperoned and cared for. Study sequences, supplemented by appropriate field trips, range from languages to comparative governments, from music to fashion design.

In category two are many foreign universities which give special courses for American students during the summer—some in English. The Institute of International Education lists hundreds of courses offered at universities everywhere in every field from archaeology to Russian. Languages and foreign culture are, of course, the most common types of offerings.

In category three are the programs of the American Field Service, the Experiment in International Living, Youth for Understanding, and similar organizations which, for the most part, provide a well-qualified staff and arrange for the students to live in foreign homes. These programs are among the oldest and most selective of students and leaders, and they do offer scholarships.

Also in this category are programs organized for groups of students through various American high schools and colleges. The Council on International Educational Exchange, a nonprofit organization with a membership of more than 160 North American educational institutions, national organizations, and religious agencies, arranges transportation for the educational groups traveling under the sponsorship of member organizations and for students and teachers traveling independently. The Council offers courses of four-to-six weeks for American students at various European universities following their arrival abroad. The courses include a series of informational lectures

and discussions on the politics, history, arts, and social customs of the countries where the students plan to study and travel.

Do most students and educators agree on the advantages of summer study-travel for high school and college students?

Apparently they do. For example, M. Phillip Leamon of Florida State University, in reporting on foreign study for the Modern Language Association of America, said, "Anyone who has seen students returning from a good foreign study program, babbling easily in the foreign language, full of new ideas concerning the country where they have studied, and looking at their own country and countrymen with fresh perspective, has little doubt about the lasting impact of the program on those students."

He reported further that after a nationwide testing program of foreign language proficiency conducted in 1965, John B. Carroll declared, "Time spent abroad is clearly one of the most potent variables we have found. . . ."

Study-travel does more than improve one's foreign language ability. As the American Council on the Teaching of Foreign Languages said in 1968:

"The Council recognizes the very great value of foreign travel and study. The contact with a foreign culture, when properly prepared and guided, can be a personal experience of the greatest importance, broadening the individual's cultural horizon and leading him to a better understanding of other peoples. Study abroad, when properly prepared and conducted, can be an enriching intellectual experience, advancing the person's knowledge of various subjects in ways not possible at home. The Council therefore encourages and supports the programs of high quality which make available to secondary school students these valuable experiences."

Are there dangers in selecting a commercial program?

Yes, indeed! In choosing any organization with which to travel and study, a student should ask such questions as the following, which have been suggested by the U.S. Department of State:

1. What do you know about the organization? Do you have any friends who have used its services and, if so, what is their thoughtful and honest appraisal of these services?

2. What does the organization charge for its services in comparison with other agencies? Does the organization's literature specify what is covered and what is not covered?

3. Under what circumstances would the fee be refunded in the event of any sort of cancellation?

4. Does the organization have an official base in the United States which would be legally responsible in the event of complications that might require legal action on your part?

5. Does the organization appear to be a bona fide study-abroad organization or is it possible that its major interest lies in the area of travel sales?

6. Does the agency provide sufficient orientation for its clients?

7. Does the organization offer any real advantages in securing low-cost passage and maintenance for its students?

8. Does the organization advertise its program in a straightforward, detailed manner, or is the promotional literature vague about program specifics but crowded with claims to or implications of official support? Is the organization specific about the location and affiliation of the course, whether or not academic credit can be obtained for it, and the names and backgrounds of the instructors?

The American Council on the Teaching of Foreign Languages has also posed some basic questions for evaluation of travel-study groups:

1. What kind of organization operates the program?
2. Does the program accept *any* student who applies and pays the fees? A good program is selective.
3. How are the group leaders selected?
4. How much *real* study is involved?
5. Will living abroad be well-supervised and acceptable?
6. Are all expenses covered including insurance?

The Council concludes its warning with this statement: *"Caveat emptor.* Be on your guard, be skeptical, ask questions until you're satisfied. Do not enroll or pay any money until then."

It has been proposed many times that some organization should "accredit" the acceptable programs. This would be a tremendous job because of the limited information available and its constantly changing nature. In the meantime, the student should examine programs carefully, using such criteria as the above.

Are there worthwhile opportunities for teachers and administrators to take part in study-travel programs for students?

Certainly. School people can organize their own student tours and receive help in doing so from the Council on International Educational Exchange. Or they can sign up as counselors, instructors, or group advisers with one of many existing programs.

For example, some organizations employ both American and foreign teachers to work with their own high school or college students. In the better commercial organizations, the teaching positions are highly competitive. Overseas campuses of such organizations are usually facilities of various foreign schools and colleges and are usually directed by American school administrators. One counselor, generally an American high school teacher, is responsible for each dozen or so students.

It's common practice for many commercial study-travel groups to pay their counselors (or chaperons) in addition to providing them free trips if they will organize a group of students and supervise them overseas. For example, one organization employs faculty members from American schools and colleges to serve as instructors or as group advisers for students from those schools or colleges. For each 45 students from a participating school or university who may enroll, the student-travel organization will employ one qualified faculty member from that institution as instructor for the course. Additionally, the organization will employ three to five faculty members from that institution to serve as advisers for each group of 45

students. Both the instructor and the advisers will receive a fully paid European trip plus additional compensation for their professional services.

However, one way to spot an organization that is more interested in selling plane tickets than in conducting a worthwhile academic program is to note which organizations will indiscriminately employ as a chaperon any teacher who simply recruits a certain number of students. Not every person is qualified to be a chaperon-adviser of a study group abroad. The better organizations have high standards for their personnel and will not employ a teacher simply because he has lined up a certain number of students for a summer tour.

Before applying for a position with a summer travel-study tour, a teacher should be as cautious as a prospective student in making sure the organization is a good one and operates a good program. In addition, the teacher must avoid even the appearance of any conflict of interests or unethical practice in urging his students to participate in an overseas program.

As pointed out in the April 1969 issue of TODAY'S EDUCATION, "The teacher who is receiving a commission for each child he is able to sign into a commercial tour and who uses his classroom as a forum to promote this activity is probably committing a violation of the Code of Ethics of the Education Profession. Likewise, the teacher who uses his class roll as a mailing list for promotional material or who uses his position as a child's teacher as a means of reaching parents in order to sell them something is probably misusing his position for private gain. . . . The teacher who does participate in a commercial tour for personal profit becomes less liable to the dangers of exploitative ethical violations the further the promotion is removed from his own students or school district."

Where can I get additional information about summer study-travel programs for students and opportunities for teachers and administrators to participate in such programs?

As indicated above, there is no list of "approved" noncommercial and commercial study-travel summer tours for American high school and college students. However, the following publications contain information about the many different types of programs:

1. Council on International Educational Exchange, 777 United Nations Plaza, New York 10017: *Students Abroad: Summer Study, Travel and Work Programs; Students Abroad: High School Student Programs.* (Available without charge.)

2. Institute of International Education, 809 United Nations Plaza, New York 10017: *Summer Study Abroad.* Describes summer courses open to U.S. students in Europe, North and South America, the Far and Near East. (Cost: 40¢.)

3. United States National Student Travel Association, Inc., 70 Fifth Avenue, New York 10011: *The Student Traveler: Work, Study, Travel Abroad.* A reference for students. (Cost: $1.95; 176 pages.)

4. UNESCO Publications Center, 319 East 34th Street, New York 10016: *Study Abroad.* Includes a section on summer programs sponsored by private and government organizations. (Cost: $5.) □

Student Overseas Discount Cards

With International Student Identity Cards, students traveling abroad can get discounts in admission prices, accommodations, and transportation. For details, write to the Council on International Educational Exchange, 777 United Nations Plaza, New York 10017.

To Travel, To See, and To Understand

□ **"Seeing is believing," we have often heard, but that** doesn't mean that "Seeing is understanding." A Samoan islander visiting us can see the big round white radar dome perched like a giant egg on top of a building, but what does it mean to him? Or how about those stretches of streetcar track that lead nowhere on the streets of Washington, DC?

Similarly, put yourself in Samoa, and you will see things that baffle you. From your plane, you look down on a little village of very large, thatched-roof, round, completely open houses, nestled along the shore line. Here tribal families live in a centuries-old, peaceful, happy, and uncomplicated society in tune with nature on a paradise island. Because our own background and our life is so completely different, it may be difficult for us to comprehend how these people can live without privacy, with little desire for ownership of private property, with their own standards of morality, their own religion, and with little thought of democracy.

We may tend to block out and edge away from much in foreign lands that we find to be strange and even distasteful to us personally. If we are inquisitive and receptive, however, any travel away from home base is bound to be an enriching experience, particularly if we are not blinded by stereotyped preconceptions and provided that we do not let petty discomforts bother us too much. We can learn to go without ice water at meal time, and overlook the annoyance of too many pigeons in the city square.

Though we may find ourselves confronted by some sights or customs that offend our sensibilities and are at variance with our values, let us not practice what may be termed "the art of concentrating on the beautiful rather than the sordid, of hearing only what we are supposed to hear, and of speaking in complimentary terms." Such a genteel and squeamish "three monkeys" approach to life is hardly compatible with the inquisitive mind or an educator's honest search for *all* the truth.

For us to approach truth in a foreign land, however, we cannot see and evaluate other than from our own point of view, our own perspective, our own background, and our own values. These necessarily represent unseen boundaries beyond which we will not, should not, or even cannot go in getting closer to the life of peoples in foreign lands. We need make no effort to "go native" in order to demonstrate our tolerance, sympathy, and understanding. As tourists abroad, we necessarily are outsiders looking in. And the surest path to commanding respect is to be ourselves. □

ABE and the Twentieth Century Pioneers

DORIS LAMOUREUX, *Berlin, New Hampshire.*

□ **In the fall of 1968, a group of** French-speaking citizens from the little New Hampshire town of Errol, just 40 miles south of the Canadian border, began attending Adult Basic Education (better known as ABE) classes in Berlin, New Hampshire.

Because they wanted to become fluent in English, these persons were willing to travel the 30 miles to and from Berlin twice a week. Nevertheless, when the weather became extremely severe and rugged, absenteeism rose and so did the problem of dropouts. With that, our ABE regional director, Richard Pinette, decided school should be brought to the pupils. He obtained permission and funds, leased a "classroom"—the basement of a church in Errol—and enlisted four of us Berliners to man it.

The townsfolk of Errol gather here to shop and talk while their mail is being sorted.

Dusk was just turning into darkness and a hint of frost was in the air when we set out on our first journey to Errol in a rattling station wagon. The crew boasted our captain, teacher Dot Alphonse; two aides, of whom I was one; and our trusty Richard, a Neighborhood Youth Corps boy, who was to fill many positions, from water boy, to fireman, to mechanic, to jack-of-all-trades. We were armed with books, pencils, and paper for our class and with a spare tire, jack, and complete tool kit for our aging wagon.

We had never met our students, but we knew that most of them were woodsmen and that many of them neither spoke nor understood the English language. If butterflies made noise, those fluttering around in our stomachs would have drowned out even the rattling of the tools and the car.

We chattered on and on during that 30-mile ride. "What will they be like? What do we say if any forget and bring the strong language of the lumber camps to school with them? Will we be able to put them at ease and let them know that the most important thing for us is helping them to learn? Of course, we don't want to scare them off by going into something too difficult, but we want them to feel that the experience is worthwhile. . . ."

Soon we arrived at our destination, located the light switches without too much difficulty, and took our first look at our classroom. There were several tables of assorted lengths, folding chairs connected in sections of eight, a few backless benches, a cupboard for supplies, many cupboards filled with dishes, a large sink, an electric stove, and an old-fashioned organ. In one corner was a modern furnace not yet completely installed, but functioning. There was also our equipment: the language master, tape recorder, overhead projector, chalkboard, and supplies.

As the hour of seven approached, our students began arriving. Most of them came in threes and fours; a few came alone. At last all the class was there. Though we had felt misgivings earlier, we certainly didn't let them show, for it was soon apparent that the majority of these adults were painfully shy and

acutely aware of their lack of education. Now it was up to us to draw them out. One thing we were certain of before the evening was over: Our students were gentlemen in the finest sense of the word. They were polite, friendly, and ready to help, and had come to class neat and clean-shaven.

We divided the class into three groups and were surprised to learn, when we helped them complete their individual forms, that one man in the advanced group had had only two years of schooling. He had practically educated himself and could hold his own with anyone. His writing was primitive, but his desire to learn was tremendous.

One student was a perfectionist—he didn't want to speak unless he was absolutely certain that his speech was correct. Even my assurances that "people are very understanding" and "we learn by our mistakes" did not dispel his hesitation. He was naturally soft-spoken, but especially so when he was unsure. To get him to speak louder and gain some confidence, I falsely confessed to being a bit hard of hearing. This excuse was particularly good when the furnace went into roaring competition with us.

Perhaps more than the rest of the crew, I understood our students' problem, for I had married into a French-speaking family when I could speak only English. (By now I can communicate easily in French, though my grammar and accent leave much to be desired.) When one student made a rather awkward mistake and was obviously embarrassed, I told the class of the time I informed my very dear but straight-laced mother-in-law that I saw her navel on the wall. I *thought* I had said I saw her shadow!

During the first lessons we devoted much of our time to words related to our students' work, such as *lumber, caution,* and *helmet.* We went over lists of signs that they might encounter, from "Help Wanted" to "Merging Traffic." Many of these they knew, but many more they did not know and should have known for their own safety and that of others.

We tried to balance the grammar and the conversation fairly equally. Conversation we channeled into things we thought they would know about or enjoy. Since we didn't want our classes to become boring, we worked in several sessions with the language master and tape recorder. On one occasion, we used the recorder for reading and then gave the students a chance to pick out their mistakes by listening to the playback. To our surprise each student picked out almost every error he had made. A few times we tape-recorded as each member of the class did something or told us about something. At the first session, they seemed to freeze at the sight of the mike, and one man actually broke out in a cold sweat. They enjoyed hearing the playback, though, and the following sessions were easier for them.

We used a pamphlet called "Good Manners in the United States." The first chapter explained introductions, and we used role playing to emphasize the importance of being able to introduce yourself or respond to an introduction. Our director was present one evening and watched us go over this until everyone had it down pat. As the class was breaking up, he walked over to one member, extended his hand, and said, "How do you do, I am Richard Pinette." The student shook hands and said, "How do you do, my name is . . . my name is. . . ." He had been so startled and taken unaware that for a moment he couldn't remember his name! From then on we spent the last five minutes of each session on different types of introductions.

Each evening we took a 10-minute coffee break during which we usually conversed. One evening one of my students asked me how to ask her neighbor's daughter to baby-sit for her. I wrote it out along with several other phrases that might be useful to her. From then on we always asked for questions about any words or situations they might have come up against. Often they would mark words in the small newspaper we used in connection with classwork. We found they had very little time to devote to homework, so we gave none. If they had any time, they were to read a little in the paper, try to speak English with someone, listen to the radio, or watch a TV program.

Because the students learned to laugh at their mistakes, we did a lot of laughing, and our sessions were happy ones. As the weeks went by, we came to feel genuinely close to one another. When a student had to leave because he was being transferred, the entire class felt a sense of loss. Much to our consternation, we found this happening fairly frequently. After having been gone about three weeks, one man was transferred back. Into class he came, beaming broadly, and settled into his old seat to take up right where he left off. With just a little extra attention, he soon caught up.

After 20 weeks our classes ended. We presented the students with certificates, shook their hands, and told them how much we hoped to see them the next fall when classes would again be in effect. Then we began our last trip back to Berlin.

We left Errol with a sense of regret that we could not have taught our students more within those short 20 weeks. But as we rode over a trackless, snow-covered road, we talked about what we *had* accomplished.

How do you evaluate a class or determine what a man has learned? The week before, our men told us they had heard a safety expert speak and were surprised to find that they could understand him. To be sure, they missed some of his words, but they got his meaning. How do you evaluate the fact that some of our students can now watch a TV program in English and enjoy it? One of our students may not have been evaluating the ABE program when he told us he learned more in 20 weeks than he had learned in 20 years of living in an English-speaking town, but our morale soared sky high!

How high, how low, or just what might be the evaluation an expert would make of those 20 weeks, I do not know. But I do know this: As sheer human experience, they were rich and rewarding. □

The work of Mrs. Lamoureux is a part of the total adult basic education program in New Hampshire. During 1968-69 the National Association for Public School Adult Education (NAPSAE) carried out an extensive evaluation of ABE in cooperation with the New Hampshire State Department of Education. Information about the evaluation is available from NAPSAE.

ESTELLE FAULCONER, *teacher, Frederick (Oklahoma) Junior High School; chairman, NEA Committee on Professional Ethics.*

Who says it's

☐ **"John Jones, a social studies teacher at Eastern High** School, was guilty of highly unethical conduct for agreeing to serve as his political party's chairman in Eastern precinct in conjunction with an upcoming board election," said Tom Smith to his fellow members of the Board of Education.

"It was unethical for Jane Rogers to fail that student when he was so busy with his other duties as captain of the football team and president of the senior class," said Bob Clark, principal of Park View School.

The president of the Riverview Teachers Association announced, "Any teacher who does not support the association-sponsored boycott will be guilty of an ethics violation and will be automatically expelled from membership."

"It's unethical for a teacher to draw a salary and do no more work than Ann Brown does," Sue White told a small group gathered in the teachers' lounge.

These statements and others like them immediately raise questions in the minds of perceptive members of the profession:

1. By what standard is action measured to determine if it is ethical? Who sets the standard?
2. Who has the right to apply that standard and to make judgments about an educator's conduct?
3. What are the rights of an educator who stands accused? Can he defend himself?
4. If his actions are properly found to be unethical, what happens?

On first consideration, the teacher might feel that he would prefer to be subjected to no restraints whatsoever, to be completely free to practice his profession in the manner he individually deems appropriate. However, a quick review of the people and agencies who have an interest in what a teacher does and the potential of these groups to pressure or hurt him if a serious conflict should arise will disabuse the teacher of the idea that he can practice his profession free from attempts to control his behavior.

Parental concern about the well-being of children leads to demands that other-than-individual controls be in effect. The standards advanced by parents would reflect the desire to protect their children as well as to promote their own viewpoints about the educational process. As a result, they might frequently ignore or intrude upon values that the profession would wish to protect. In the absence of controls, the parental community can make life miserable for the nonconforming teacher. Teachers who have been subjected to social ostracism, harassing phone calls, or even cross burnings can attest to the wisdom of avoiding or counteracting these forms of control.

Prime concerns of the board of education are to protect what it conceives to be the best interests of the school system and to ensure the loyalty of the employees against all odds. The board has the ultimate power to achieve these ends as long as it has the authority to control employment.

The main concerns of the school administration are to keep the school program running smoothly and to control dissension. Its ability to do so stems from its authority to make assignments and to determine some conditions of employment. Assignments to "Siberia" or to permanent bus duty can soon discourage those whom it identifies as troublemakers.

While the values of colleagues may be fairly consistent and include such matters as protection of freedoms and control of competition, the force used to influence behavior in an uncontrolled situation may be decidedly unpleasant. Gossip and innuendo or "star chamber" proceedings can destroy an unpopular colleague. Even action by peers must be structured to protect the individual's rights.

The overwhelming motive for joining an employee organization is protection and furtherance of one's professional self-interest. Some teachers might feel nervous over their organization's involvement in disciplining members, but most would prefer this to the damage inflicted by other behavior-controlling forces. When the organization sets the standards and establishes the procedures for their enforcement, the member may be assured of greater likelihood that his values will be expressed, that his rights to a fair enforcement procedure will be protected, and that ultimately his ability to practice his profession free of undue behavioral restraint will be increased.

During the last four decades, educators throughout the nation have published various statements of ethical principles. The most recent statement in general use is the *Code of Ethics of the Education Profession,* as revised by the NEA Representative Assembly in 1968 and adopted by most affiliated state associations. Unfortunately, the designation "unethical" has not always referred to violation of a Code standard, but frequently to conduct that the particular speaker doesn't like.

The educators who have developed statements of

ethical standards can furnish the means of reviewing actions in light of those standards and the means of applying discipline where necessary. The immediate difficulty in implementing the process of self-discipline is the lack of a suitable base of power from which to operate. Membership organizations have the power to censure or to suspend or expel members. The greater power—control of employment—is held by the administration or board. The opinion of the administration-board is therefore more likely to prevail.

Self-discipline by the profession beyond organizational review of members' actions will depend on either delegation of power from boards of education or on special legislation authorizing a professional body to review acts alleged to be unethical and to impose discipline where necessary.

Several influences may cause boards of education to delegate power to professional agencies to prescribe discipline for Code violations. Boards may become conscious of the enhanced climate for the professional practice of education when the educator is freed from external constraint on professional conduct. Also, if a board has faced a show-cause hearing for the application of discipline or has confronted adverse community or teacher reaction to a judgment about professional conduct, it may be willing to share this source of controversy with a responsible body of practitioners. An active and alert association must be on the scene ready to assume the task of self-discipline and to provide the safeguards of due process that are necessary for an effective, responsible program.

Where boards of education are not inclined to relinquish any of the power they now hold to control the behavior of employees, some change may be effected through professional practices legislation. Such acts empower a commission of the profession to exercise control over certification or licensing or to take appeals from dismissal actions. Control over entry into the profession could give a professional commission sufficient power to balance the board's ability to terminate employment. The commission might thus establish itself as an authority in the field and eventually assume control of ethics enforcement.

In the absence of the delegation of power to professional bodies, the available alternative is for the professional organization to use its rights to oversee the actions of its members, to control membership privileges, and to speak out on questions of ethics. Use of this now-available power can increase confidence in the profession's ability to discipline itself, so that it may more easily attain additional authority. Without a doubt, responsible action by the appropriate agency of the association is far more desirable than discipline by fiat, by innuendo, or by political action as now practiced in some instances by boards, by individuals, and sometimes by organizations intent on advancing their particular interests.

UNETHICAL?

Educators have much to gain in promoting professional self-discipline. The present failure of the educational structure to meet all the expectations of the public, coupled with the necessary welfare orientation of many association programs, has somewhat diminished the public's confidence in educators.

Actions guaranteeing to the public that the profession will discipline unscrupulous practitioners should enhance the public's trust. Another gain is the individual member's guarantee that he has an available remedy for the unscrupulous acts of fellow educators, subject to his own initiative and not necessarily dependent on the goodwill of the governing board or administration. Further, his opportunity to participate with his peers in developing standards and procedures for enforcement guarantees his rights of due process either as complainant or as a defendant. The profession protects the collective reputation of the larger group and advances its cause by disassociating itself from the improper acts of the unscrupulous individual.

In advocating the cause of professional autonomy, spokesmen for the education profession have held that judgments about the practice of teaching should be made by those who are best informed about the subject in order to lessen the likelihood of error. Problems about professional conduct arise on the scene where education is taking place: in schools and local districts. The local association is faced with the obligation to provide an organization for self-discipline based on the profession's competence to make judgments free from political pressure and other outside forces.

It is obvious that controls on behavior are going to be applied. The question is not *whether* there will be controls but *who* will determine what they are and apply them. □

Further information about ethics code enforcement, NEA Ethics Committee procedures, and the organization of local association committees may be obtained by writing to the Committee on Professional Ethics, NEA, 1201 Sixteenth Street, N.W., Washington, DC 20036.

PART-TIME TEACHERS

ALEX GRONER and CARLYN BRALL, *free-lance writers.*

□ **With the opening of a new school year, a Detroit** principal found he had a kindergarten class, a kindergarten classroom, eager kindergarten parents—but no kindergarten teacher, and none available on a full-time basis. He solved his problem by employing two fully trained, certificated teachers to share the kindergarten job. Both had left teaching to marry and raise children. Neither could work full-time, but each could work part-time. "If it hadn't been for them," the principal said, "we would have been in a bind."

The bind he spoke of is no different from that in which many other administrators find themselves—not enough teachers to go around. The few who have tried using qualified people as part-time teachers have met with heartening results. Not only do part-timers help the schools meet their needs, but the women in this vast and largely untapped reservoir of talent are more than happy to put their skills to use.

In 1965, Catalyst, a national nonprofit organization that tries to persuade employers to meet their needs for college-level personnel through flexibility in hiring and in developing work schedules for qualified women, surveyed some 700 school systems to find out how many used part-time teachers. About 40 percent of the systems surveyed reported that they hired part-time teachers. However, the total number of part-timers employed was exceedingly small when compared to the full-time teaching staff and, by and large, part-timers were used unimaginatively by the systems that did hire them.

The study showed that administrators with no experience in using part-time teachers tended to raise the most strenuous objections to their employment. They felt that hiring and scheduling part-timers would increase the administrative load, or they feared that students would be confused by the arrangement or that part-timers would be unprofessional in their approach. Administrators who did hire them, however, found that these fears were not justified.

This 1965 study opened avenues for further research, and two years later, Catalyst made a special study of five systems that used part-timers—Niskayuna, New York; Framingham, Massachusetts; Cedar Falls, Iowa; Detroit; and Miami.

These school systems have used part-time teachers in a variety of ways. Some of these teachers teach classes for children who are partially sighted, mentally retarded, or emotionally disturbed, while others instruct courses that most school systems would never be able to offer on a regular basis. For example, in one Miami school, part-time teachers made it possible to have courses in Chinese and Asian studies and in Arabic.

Using part-timers also makes it possible for teachers to compare notes on the same pupils. Their shared

Copies of the study entitled "Part-Time Teachers and How They Work," referred to in this article, can be obtained without charge by writing to Catalyst, 6 East 82nd Street, New York 10028.

insights can bring about better understanding of the children and their problems—and parents are often more willing to admit the existence of problems when two teachers have come to the same conclusions about a child.

In commenting about part-timers in Niskayuna, a junior high principal explains, "We have pieces of jobs that are important but that don't really fit together, and that's where part-time teachers come in handy. They allow me to schedule better." Another administrator points out that part-timers make excellent interpreters of school matters to their fellow citizens because they have special insights as a result of working in the schools and are able to spend more time out in the community than can full-time teachers.

Niskayuna, which has a teacher shortage, finds that part-time teachers help to make programs work better, fit well into teaching teams, and allow the schools to offer subjects for which full-time teachers are unavailable. Most principals have found that part-time teachers create no special administrative problems.

Framingham, one of Boston's bedroom communities, is a community that uses part-time teachers by design, rather than out of desperation. At the urging of Nona Porter of the Women's Educational and Industrial Union in Boston, the Framingham system decided to try "partnership" teaching, in which two fully certificated teachers shared one full-time teaching job, each working half a day.

With some backing from the Carnegie Corporation and the Permanent Charity Fund of Boston, the agency took over and administered the entire project. Starting in 1965, Mrs. Porter and her staff launched a special advertising campaign to inform the public that her agency was looking for qualified women who were interested in part-time teaching. By the fall of 1968, more than 1,000 women had responded, and 170 part-time teachers were placed in Framingham and other Massachusetts communities.

A number of school administrators were skeptical about the experiment at first, for as one principal remarked, "It would be like having two women in one kitchen." As it turned out, however, since care was taken in their selection, the paired teachers usually worked well together and often complemented each other. An older teacher might be matched with a younger one, a quiet teacher with one who is outgoing, an experienced teacher with one who has little or no classroom background, a teacher skilled in language arts with one who is strong in mathematics.

The idea of partnership teaching has started to spread from the original Massachusetts communities to other systems in the state and to other parts of the country. Whenever the groundwork—planning, organizing, and preparing key individuals and groups—has been carefully laid, it seems to work out successfully.

Cedar Falls, the other system in the study which used partnership teaching, has employed part-timers to teach such subjects as language arts, science, and remedial reading for about ten years. Part-time teachers there have worked with individual pupils or small groups who were ahead of or behind the class in reading level, freeing the regular teacher to work with the larger group, which could then proceed at its ordinary pace. If the budget permitted, Cedar Falls would employ many more part-time teachers, because they are considered an integral part of the school system, not just a temporary expedient. "We don't get enough of them," is the only complaint of an elementary school principal.

In Miami, the school system's central offices have only scanty records on part-time teachers, and administrators have little to do with their recruitment. Many school principals, on the other hand, are enthusiastic about part-timers and have felt free to hire them on their own.

There are, of course, obstacles to be overcome in the use of part-time teachers. Some are created by the arbitrariness of local official regulations; some, by the part-timers themselves; and still others by a combination of the two. For example, the hours prospective part-time teachers would like to work may not coincide with the time when they are most needed. Many who have young children wish to work only in the morning, and some are willing to work only certain days each week rather than certain hours each day.

Whether teachers work full-time or part-time, obtaining necessary certification sometimes presents difficulties, although significant progress is being made both in reciprocal certification arrangements between states and in facilitating ways of qualifying for certification. Under the state grants program of the Education Professions Development Act, federal funds may be used for the recruitment and training of teachers, both part-time and full-time, and this support can help substantially to correct the situation.

In spite of some difficulties, the pool of available and eager part-time teachers offers a rich resource for most communities. Their effectiveness will be greatest where they are considered as regular members of the faculty on a reduced teaching schedule, whether or not they teach in pairs, and whether or not they teach special courses, or subjects which have always been part of the school's curriculum.

Not only can the use of part-time teachers help alleviate the teacher shortage, but in most cases the character and quality of education can be significantly improved. And as for those teachers now in full-time service who are planning to leave work and raise families, the prospect of being able to come back and use their skills again, even on a part-time basis, is especially meaningful.

Perhaps the best marks given to part-time teaching came from a normally taciturn New England mother, who said, "The results have been outstanding socially and academically. This has been a superb educational experience for Susan." Then, somewhat taken aback by the extravagance of her praise, she paused and added, "I don't usually use words like that, but both my husband and I feel the same way." □

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Flash Stamps

As an algebra teacher, I know that it is important that daily assignments be completed on time and so I am strict about not accepting papers that are turned in late. However, some years ago I hit upon an idea that allows all students to be excused from their homework every now and then.

Since some stores and gas stations give trading stamps as extra incentive, I decided to give "Flash Stamps." (Flash is a nickname given me by students more than nine years ago.)

When a student voluntarily turns in a brain teaser or extra problem, or gives a report, or makes a bulletin board or special project, I give him Flash Stamps for this extra work. The stamps are actually just small dittoed sheets of paper with spaces for the student's name, the value of the stamp, and my signature.

In place of any one missing assignment, I will accept 10 Flash Stamps. Sometimes the student can use his stamps to skip detention. The choices of how the stamps (which can range in value from one point to as many as the teacher pleases) may be used are limitless for any type of class.

Slow learners love to earn these stamps in small contests with their friends, and the funny thing is that many students never use them but simply collect them to see who has the most at the end of the year.

—George A. Calder, *teacher of ninth grade algebra, Emerson Junior High School, Livonia, Michigan.*

How To Get the Quiet Ones To Join In

To make the study of English more meaningful to my students, I have them discuss such questions as Why do we have classes in English? and What could be done in this class that might be more helpful to *me?*

As suggested in the September 1968 issue of TODAY'S EDUCATION, in "Interaction Briefs: The Fishbowl," a few students, whether through lack of interest or plain shyness, usually remain inactive during the discussions.

I have found that if I make a TV tape of the discussion, we have a livelier and more stimulating period. The mere fact of being "on camera" seems to act as a sort of stimulant to almost all students, so that very often some of the quietest students find themselves joining in.

Just before the students write their evaluations of the session, I show the tape on the TV receiving set. This enables each student to see what actually went on during the session, with the result that some really valid and helpful suggestions for improvement have been forthcoming.

—Margaret Savignac, *teacher of seventh and eighth grade English, Otis E. Bell Junior High School, Idaho Falls, Idaho.*

Ticktacktoe

To learn our multiplication facts, my fourth graders play a game that we call Arithmetic Ticktacktoe. The children make up the problems, and I duplicate them for use in spare time activity. Sample:

7x4=	7x5=	7x7=
7x2=	7x9=	7x1=
7x8=	7x6=	7x3=

Put down your answer,
Then your X or O.
Be the first one
To do three in a row.

—Betty Manning, *fourth grade teacher, Chandler, Arizona.*

Let's Look at Ourselves

What do our students think of us? I learn a good deal by having my students complete this statement: I like a teacher who. . . .

They may write a sentence or a paragraph or more. (Some get carried away and wish to write pages!) Because they need not sign their names to these statements, students feel freer to express their opinions.

The comments, which sometimes jolt the ego, are revealing and informative and can be invaluable in promoting better teaching and in improving classroom atmosphere. Here are some excerpts:

I like a teacher who has a sense of humor . . . is kind to all children . . . lets a kid have his own ideas . . . is enthusiastic . . . gives you a second chance . . . doesn't talk all the time . . . is prepared for the class he teaches . . . understands our problems . . . does not have favorites . . . has imagination.

—Edith Spries, *seventh grade teacher of communicative arts, North Ridge Junior High School, Danville, Illinois.*

Captain of the Room

A good way to build a positive self-concept in first graders is to let them take turns being "Captain of the Room."

I write the name of each child in large manuscript letters on tagboard cards and tack them on a bulletin board. Each morning I place a small flag on the name of the child who is to be Captain of the Room for the day.

The Captain of the Room is responsible for carrying reports, giving out materials, answering the buzzer, leading the line, and anything else that happens to come up.

This practice gives every child the opportunity to learn to be responsible and prevents my calling on just the most capable and forgetting about those who really need a chance to try.

—Edna Earle Warner, *first grade teacher, Capitol View School, Atlanta.*

If I Were an Animal

Early in the year, my first graders start drawing pictures and dictating stories about them. Then the class as a whole composes short stories and poems and makes up titles and sentences for pictures that illustrate them.

The children next write individual short stories about interesting pictures and finally they progress to stories on various subjects selected by them or by me.

"If I Were an Animal" is one topic first graders always find intriguing. After a discussion, each child decides which animal he would like to be, draws a large picture of it, and writes a story about why he chose that particular animal.

We make these animal pictures and stories (which almost invariably are revealing as well as entertaining) into a book that the children can read and reread for themselves and show to their parents at open house.

—Rita C. Meaney, *first grade teacher, Westwood School, Phoenix.*

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and affiliated national organizations.

Adult Education and the Public Schools (#1). Reprint from *Education in the States: Nationwide Development Since 1900.* Discusses the development of public school adult education from its beginnings to the present. 40 pp. $1. Stock No. 381-11906. Publications Division.

Attendance at Professional Conferences and Conventions (#2). ERS Circular No. 6, 1969. Summarizes the policies and practices of 196 school systems regarding professional conferences. Includes information on the selection of conference attendees and their reimbursement. 40 pp. $1.25. Stock No. 219-21474. Educational Research Service.

The Educability of Intelligence: Preschool Intervention with Disadvantaged Children (#3). Discusses the problems of a group of preschoolers from lower-class families who had had preacademic and nursery school experiences. 160 pp. Cloth, $5.75, Stock No. 551-22118; paper, $4.25, Stock No. 551-22116. Council for Exceptional Children.

Electronic Music (#4). Examines this new music form. Includes comments from composers of electronic music, secondary school and college educators, and students who are composing electronic music in their classrooms. Includes a bound-in recording of original electronic music. 98 pp. $2. Stock No. 325-09918. Music Educators National Conference. No discount.

Evaluative Checklists. Revised editions. A tool for school administrators interested in the evaluation of their institution's educational media program. Part of a study performed pursuant to a contract with USOE, under the provisions of Title VII, PL 85-864. Each booklet, 50¢. Department of Audiovisual Instruction.

1. **An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities** (#5). 12 pp. Stock No. 071-02322.

2. **An Instrument for Self-Evaluating an Educational Media Program in School Systems** (#6). 13 pp. Stock No. 071-02324.

Guidelines for Certification of AV Specialists (#7). A DAVI position paper. Contains the document prepared by an ad hoc committee of six AV leaders and approved by the Board of Directors. 12 pp. 50¢. Stock No. 071-02326. DAVI.

Historical Topics for the Mathematics Classroom (#8). 31st Yearbook. Describes the use of the history of mathematics in the teaching of mathematics. Presents significant historical material in a form designed specifically for classroom use. 540 pp. $7.50. Stock No. 300-09380. National Council of Teachers of Mathematics.

Humanizing the Elementary School, Part 2 (#9). Periodical. Contains part 2 of an article by William Glasser, M.D.; articles based on speeches delivered at the 1969 DESP annual meeting by Charles Frankel and Jack R. Frymier; and other articles on humanizing the elementary school. 96 pp. $1. Stock No. 186-05582. Department of Elementary School Principals.

Independent Learning in the Elementary School Classroom (#10). Covers information on organizing learning centers for listening, reading, and writing; maintaining control in the classroom; evaluating children's growth; and looking at yourself and your school. 48 pp. $1.25. Stock No. 281-08610. American Association of Elementary-Kindergarten-Nursery Educators.

Internal PR (#11). No. 4 in the *PR Bookshelf Series.* Suggests and describes public relations techniques vital to maintaining effective two-way communication between education association leaders and teachers. 32 pp. $1. Stock No. 381-11908. Press, Radio, and Television Relations Division.

Multiply Handicapped Deaf Children: Medical, Educational, and Psychological Considerations (#12). Presents a thorough review of the literature on five etiologies of hearing impairment—prematurity, heredity, rubella, complications resulting from the RH factor, meningitis. Presents the author's study on the nature of the secondary handicaps identified in deaf children. 124 pp. Cloth, $5.25, Stock No. 551-22128; paper, $3.75, Stock No. 551-22126. CEC.

The Parent Teacher Partnership (#13). Explores in depth the teacher-parent conference and the continuing relationship between school and home. A practical book for parents and teachers who desire to optimize the development of the special child. 96 pp. $2.75. Stock No. 551-22120. CEC.

Policies and Guidelines for Motorcycle Education (#14). Provides guidelines for use by state departments of education, colleges, and local school systems, which plan to develop programs in motorcycle education. Based on a national conference and five follow-up regional conferences. 68 pp. $1. Stock No. 461-13960. National Commission on Safety Education.

Publishing a Newsletter (#15). No. 5 in the *PR Bookshelf Series.* Contains suggestions on how to produce an effective newsletter or printed publication. 40 pp. $1. Stock No. 381-11912. PR&TV.

Selected Abstracts: Physical Environment and Special Education (#16). Lists sources for material relevant to the planning of special education facilities for handicapped children. Includes a complete bibliography. 24 pp. $1.25. Stock No. 551-22122. CEC.

Selected Convention Papers 1969 (#17). Contains convention papers from the 47th annual CEC convention in Denver. 540 pp. $3.50. Stock No. 551-22124. CEC.

Social Studies Curriculum Development: Prospects and Problems (#18). 39th Yearbook. Assists local social studies committees and individual teachers in making decisions on curriculum. Emphasizes the need to integrate relevant ideas and materials from the research and development effort on curriculum. Organized around the critical decision-making areas of curriculum reform. 352 pp. Cloth, $5.50, Stock No. 490-15242; paper, $4.50, Stock No. 490-15240. National Council for the Social Studies.

Supervisory Conferences as Individualized Teaching (#19). Bulletin 28. Deals with the means by which supervisory teachers can best use the supervisory conference to guide student teachers in studying their teaching behavior. 32 pp. $1.25. Stock No. 867-24480. Association for Student Teaching.

Touch Humanity—Teach (#20). Poster. Encourages students to consider a career in education. 5¢. Stock No. 238-06332. Future Teachers of America.

Where the Learning Is (#21). Reports on a demonstration project in elementary school safety education programing. Emphasizes the need for incorporating safety education in all facets of the curriculum rather than scheduling time for safety education per se. 20 pp. 50¢. Stock No. 461-13956. NCSE.

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Just Another Off Year? Reprints of an article from TODAY'S EDUCATION, with specifics on what teacher associations can do in a nonelection year to gear up for an election year. 2 pp. Stock No. 103-03482. Committee on Citizenship.

When Your Association Negotiates a Contract. Gives tips on guaranteeing political rights of teachers. 1 p. Stock No. 103-03484. Cit. Comm.

Other Lands, Other Peoples contains concise, accurate, up-to-date information on 141 countries with independent or semi-independent governments.

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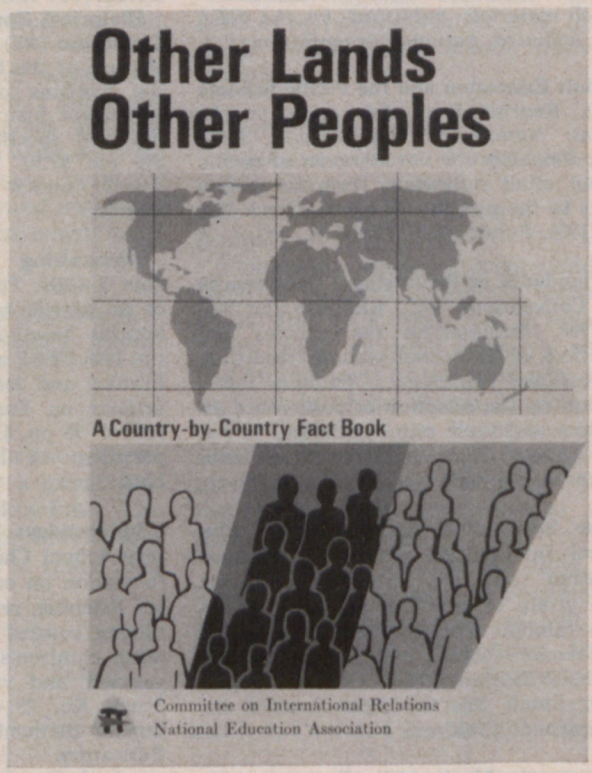
Rev. 1969. 312 pp. $2. Stock No. 381-11788. Committee on International Relations.



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looms up as the most favored electronic device for improving reading instruction, and extravagant results are claimed for it. At all levels, including first grade, this device is under experimentation in teaching reading.

I have some comments to make about the future of computers in reading instruction. Let us begin by considering what a computer can do and what teachers will need to do. The computer can drill children in recognizing whole words, in learning phonetic elements, and perhaps in working with word structure. It can give a lot of practice in following directions. It can check literal comprehension with set answers.

One of our most urgent objectives is to teach students to think; hence, in all of our teaching of reading the emphasis should be on interpretation and on critical and creative reading. I can't see how a computer can develop these kinds of thinking processes. The computer may offer a child three answers from which he is to choose one. Thus, the child is confined to an answer resulting from someone else's thinking rather than doing his own thinking and coming up with his own answer. The computer may build a background designed to stimulate the student to ask a certain question or to make some other kind of specific response, but it can't guarantee the exact response that the student will make.

Perhaps at some time in the future computers will be able to enter into conversation with individuals, but it is difficult for me to see how they can ever participate in Socratic dialogue designed to stimulate students in thinking, discussing, comparing, analyzing, evaluating. You can't program thinking! We will always need astute teachers to stir up creative and reflective thought about reading content.

And what about children who do not learn to read with the computer? Certainly not *all* children are going to learn by computerized instruction any more than they all learn to read by any one method at present. Teachers will need to know how to conduct remedial work with these children.

Personally, I think the most important contribution computers will offer in reading instruction may lie in the diagnostic area. The computer will store vast banks of information about each child—specifics in regard to skill elements that he does or does not possess, and the stage of his development in each. It will also give objec-

(*Continued on page 71*)

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Looking at Leadership

"Interaction Briefs" are prepared by staff members of the NTL Institute for Applied Behavioral Science (an autonomous organization associated with NEA) and are designed for use by a wide range of ages and in a variety of school situations.

☐ **In this time of increasing citizen** participation in all aspects of public life, a discussion of the question, "What makes a good leader?" is valuable to students. One way to introduce this issue is a one-hour lesson that combines thinking about leadership with opportunities to experience and observe leadership qualities. The exercise is suitable for any group of students who can read and understand the words used to describe leadership traits. Here are the details:

1. Prepare enough copies of the test shown below for an entire class plus about a dozen extra copies.

A LEADERSHIP TEST

Directions: Select from the following list the 10 most important qualifications for a successful leader and rank them in order of importance: (a) ambitious, (b) cooperative, (c) dedicated, (d) democratic, (e) dynamic, (f) efficient, (g) enthusiastic, (h) fair, (i) honest, (j) intelligent, (k) knowledgeable, (l) resourceful, (m) responsible, (n) understanding.

Selection and Ranking

1._____ 6._____

2._____ 7._____

3._____ 8._____

4._____ 9._____

5._____ 10._____

2. Introduce the lesson with a simple announcement that the class will be spending the next hour studying leadership. Pass out the tests, take a few minutes to clarify the meaning of the terms listed, and instruct students to complete the exercise in 10 minutes.

3. When everyone has finished, divide the class into groups of seven to nine students. Quickly name two students in each group to be observers and have the groups form circles with the observers sitting on the outside.

4. Give each group a fresh copy of the test. Instruct the groups to take 20 minutes to discuss leadership qualities and to reach a common selection and ranking. Take the observers aside and instruct them to remain silent and watch to see if students display any of the listed leadership qualities in the discussion. To make the observation more productive, have each observer watch a different half of the group.

5. When 15 minutes have elapsed, alert the groups that they have five minutes left to complete the task. At 20 minutes, call time and ask the groups (with observers still silent) to discuss the leadership qualities they felt were important in their own discussions. After five minutes, stop the discussion and direct the observers to report their observations to their groups.

When observers have reported, all members in each group can discuss the leadership qualities they observed in fellow classmates during the exercise. In about 10 minutes (depending on the liveliness of the discussions and the time available), call time. End the session with the class back in the usual seating arrangement, and lead a brief discussion on the topic, "What We Have Learned About Leadership."

Older students who are interested in reading about leadership might be directed to such sources as: (a) *Looking into Leadership,* a monograph series, Leadership Resources, Inc., Washington, DC, 1966, and (b) *Leadership in Action,* Selected Reading Series, Two, NTL Institute for Applied Behavioral Science, NEA, Washington, DC, 1961. ☐

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READING INSTRUCTION
(*Continued from page* 69)

tive evidence about the child's continuous progress in these elements. With this great accumulation of diagnostic data, the teacher will know *where* to take hold in improving each pupil's reading ability; but he will also need to know *how* to treat the weaknesses revealed by the computer.

In conclusion, I should like to suggest a common denominator for all the revolutions I have mentioned, that of humanness: human empathy, human understanding, human consideration, human kindness.

This coming age will need more humanness than has ever before been needed. We will have to cultivate it in working with the disadvantaged, in working with their parents, in working with other personnel in the school system, in meeting and talking with militant groups of many types.

As the use of technological hardware expands, so will the vital need for a strong emphasis on humanness. We must learn how machines and human beings can live together. But we must remember that machines cannot develop moral, social, and educational values. These will be developed, from now to eternity, solely through the association of human beings with other human beings. □

CENSUS
(*Continued from page* 32)

sota law permits school boards to issue bonds for school improvements in certain districts over 20,000.

Much of the billions of dollars in goods and services that the federal government distributes to states each year is allocated according to data provided by the census. An example is the Elementary and Secondary Education Act of 1965, administered by the U.S. Office of Education. Since most funds to the states are allocated on the basis of need under this Act, OE turned to the Census Bureau for local data on families with low incomes and on the number of children aged 5 to 17 in these families.

In fiscal 1969, Congress appropriated more than $1.1 billion for impoverished school children.

Publication of Census '70 Data

The unofficial population count will be announced locally for counties and places of 10,000 or more as soon as the census taking is completed in each district throughout the country. In fall, 1970, the Bureau will commence to publish official population figures for the United States, states, counties, cities, towns, and villages.

As required by law, the final total population figures for each state will be transmitted by the Secretary of Commerce to the President no later than December 1, 1970, together with a tabulation of the number of seats in the House of Representatives assigned to each of the states in accordance with the Apportionment Act.

This will be followed by the compilation and publication of detailed reports on characteristics of the people and their housing for the United States and its geographic areas from major regions to villages—including the outlying areas of Puerto Rico, Virgin Islands, Canal Zone, and Guam. □

Additional information on the census may be obtained from *Uncle Sam Counts: The Story of Census '70*, a U.S. Department of Commerce publication. It is for sale at the U.S. Government Printing Office, Washington, DC 20402, or any U.S. Department of Commerce Field Office. Single copies, 35¢; 25 percent discount for 100 copies or more.

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Colegio Jorge Washington
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AFTER ALL

☐ **You may recall that last month's** JOURNAL carried a feature on crushes. In choosing the title, we encountered a problem familiar to editors and to teachers: How could we best say exactly what we meant?

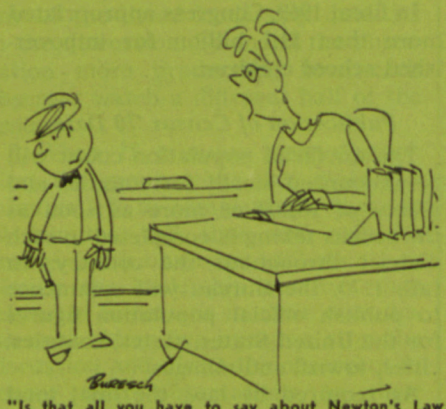
We wanted something that would ring true with teachers who hear young people every day. We asked our researcher, Michele Mansuy, for suggestions as to how to phrase the question, "What should you do when one of your students has a crush on you?"

Michele, a June 1969 college graduate, felt that since youth jargon is so ephemeral she should consult her teen-age sister. In the resulting tape-recorded interview we learned that "*up tight* won't do; that means both sides feel the same way." Recommendation of the teen-age expert: " 'What should you do when one of your students is *snowed over* you?' That indicates the affection is one-sided."

We almost used *snowed over;* then we got to thinking that, for many teachers, such earlier connotations as *snowed under* and *a snow job* might obscure our intent. In addition to these ambiguities caused by the wide age range of our readers, we considered regional variances.

We were still smarting from the sting of our last venture into colloquialism. An Eastern author had quoted teen-agers as using certain expressions. One of our editors had tried them out on her daughter, a student in a northern Virginia high school, who gave unqualified approval. We published the article. Then came letters from the West to this effect: "If you're going to quote kids, be accurate. They don't talk the way you say they do." Assuming that radio and TV were homogenizing speech, we had underestimated regional differences.

On the off chance that *snowed over* might precipitate further regional misunderstandings, we abandoned the search and chose this prosaic title for the feature: "Crushes: What should you do about them?" Now we await letters asserting that nobody younger than a hundred uses the word *crushes* anymore.



"Is that all you have to say about Newton's Law . . . it's groovy?"

Meanwhile, Michele's tape recording continues to intrigue us. In your part of the country, do students use *whipped* or *hurting* as adjectives to describe slobs? Is *dough-ball* a stupid creep? Does *tough* mean attractive, *bad* mean good? Is *bad dude* the way a guy describes a good guy? Does *to split* mean *to cut out,* which means to leave? Does *to groove over* something mean to like it?

A former editor speaking last month before a group of editors said, "There seems to be this great strain on the part of all magazines catering to the taste of the youth. I know it's groovy to be with the kids, but I have found that whenever I try to come down to the level of my own kids, use their language, or profess to enjoy things like their music, I get an immediate rebellion. They think I'm crazy or they're embarrassed. Seems to me their reaction is universal."

Like parents, teachers may embarrass young people by trying too hard to speak their lingo. One teacher can use it effectively. Another sounds ridiculous. But all are failing to use a key to the understanding of boys and girls if they fail to listen, fail to keep up to date on jive talk.

That goes for education editors too. We should listen to what boys and girls are saying, even though we don't imitate their speech fads. Or so it seems to us. What do you think? ☐

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